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ABSTRACT

The annual report of the Institute of International Studies at Teachers College, Columbia University, is introduced by comments on closing the educational gap around the world and a description of recent organizational changes in the Center for International Education. Reports from the Institute of International Studies come from the directors of the Centers for Education in Africa, Asia, Latin America, Industrial Nations, and Special Projects. The last include instructional materials for population study and a project on schizophrenia. The Office of International Programs and Services reports on foreign students services, AID program participants, and on other international educational programs. The Office of Overseas Projects reports activities, staff and organizational changes in relation to teacher education projects in Afghanistan and East Africa. (KSM)

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International Studies at Teachers College

Annual Report

September 1, 1971 to August 31, 1972

R. Freeman Butts
Associate Dean for International Studies

Teachers College, Columbia University
New York, New York 10027

INTERNATIONAL STUDIES AT TEACHERS COLLEGE

1971 - 1972

Annual Report

September 1, 1971 to August 31, 1972

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International Studies at Teachers College, Columbia University 1971 - 1972

INTRODUCTION: Closing the Educational Gaps

Center for International Education

I. INTRODUCTION

Closing the Educational Gaps

R. Freeman Butts, Associate Dean for International Studies

On the international scene, 1971-1972 was a year in which the "widening gap" between the industrialized and the rural nations of the world became more apparent and more alarming to all those who would look or listen. The Declaration issued at the end of the Columbia Conference on International Development, held in February, 1970 had put the problem this way:

> The widening gap between the rich and poor countries of the world has -- in the words of the Pearson report -- become a central issue of our time. In incomes, living standards, economic and political power, one-third of the world has in recent decades been pulling steadily ahead, leaving the remainder of mankind in relative poverty, in many cases to live without clean water, education, basic medical facilities or adequate housing. Yet with modern technology and existing productive capacity, none of this need continue if mankind would develop the will and organization to use the resources at hand. [1]

And Lester B. Pearson, in concluding the conference, had made this prediction:

> No planet can survive half slave, half free; half engulfed in misery, half careening along toward the supposed joys of almost unlimited consumption from unprecendented production with less work; and all in an atmosphere of greater ease and luxury than man has known since the declining days of Rome. Neither our ecology nor our morality could survive such contrasts. And we have perhaps ten years to begin to correct the imbalance and to do so in time. [2]

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1. Barbara Ward, Lenore D'Anjou, and J. D. Runnalls (eds.), The Widening Gap; Development in the 1970's [emphasis added], Columbia University Press, New York, 1971, pp. 10-11.

2. Ibid., p. 345.

Soon thereafter the gap in education itself was amply demonstrated by a distinguished International Commission on the Development of Education, established by Unesco, headed by Edgar Faure, the former Prime Minister and Minister of France, and including F. Champion Ward, Adviser on International Education of The Ford Foundation.

> The ever-growing gap between industrialized and developing countries has produced the fundamental drama of the contemporary world. . . . it is difficult to see how this division can ever be overcome -- without an organized, rational transfer, an equitable redistribution, of the scientific and technological stockpile which has accumulated at one pole of the community of mankind.
>
> Clearly, education, as the mediator of knowledge, has a major role to play here. One of the basic conditions for preventing this division from growing even greater is to eliminate the disparate availability of the right to education for people in different parts of the world. But once again, exactly the opposite is happening.
>
> In 1968, the developed nations' expenditure on education rose to more than $120,000 million, and that of developing countries to less than $12,000 million. With about one-third of the population and only one-quarter of the young people of the world, industrialized countries spent ten times more money on education than the developing countries.
>
> The most serious aspect of this enormous difference is that it is growing larger. . . .
>
> This means that large-scale efforts, financial sacrifices and considerable results -- in the education race as in the march to economic progress -- have all failed to prevent the continuing widening of the gap between industrialized and developing countries.[3]

Despite the formidable imperatives all too clearly evident in these and many other documents of the year, the political process during 1971-1972 in the United States threatened to increase the gaps rather than narrow them.

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3. Edgar Faure et al., Learning to Be; the World of Education Today and Tomorrow, UNESCO, Paris and Harrap, London, 1972, pp. 49-50.

For the first time in nearly two decades the Senate voted in October 1971 to defeat the foreign aid bill, and the Congress and the Administration hassled for months and months over higher education bills that would have begun to revive funding for international studies in American education. At year's end the financial future of both was still under the cloud of continuing resolutions, despite some limited optimism on the part of some observers that international education, in both its foreign and its domestic aspects, had a generally favorable legislative position for the coming year.

In general, of course, it was too soon to be sure that the political gaps between long standing enemies of the Cold War were surely to be narrowed. The entrance of the People's Republic of China into the United Nations, the beginning detente between the United States and China, between the United States and the Soviet Union, and between East and West Germany seemed to be hopeful signs. So did the forthcoming entrance of Britain into Europe and other indications that a new international system was in process of forming. But the warning signs of aggressive nationalism were plentiful in many parts of the world as well as in the United States despite the reality that few nations can live or prosper separately or in isolation. If signs of hope were kindled in detente with China and Russia, the gap did not seem to narrow perceptibly between the United States and India or Japan, or much of Latin America, or Africa. On October 29, 1971

a New York Times editorial put the matter succinctly:

> The danger we face is not that of isolationism or neo-isolationism in the United States, but that of an American nationalism that will ultimately isolate the United States in the world.

Herein was a cogent reason why international studies needed to be brought home to the American people much more vigorously than ever before.

Whereas, internationally, the year 1971-1972 was a year of the widening gap in relations between the rich and the poor nations and a year of uncertainty as to the future of financial support for foreign aid that would narrow the gap among nations, Teachers College made the most of the situation by strengthening its existing program of overseas education and by "narrowing the gap" on its home campus between a number of disparate elements, all of which were needed if international education were to meet the demands of the times.

While the quantitative side of our overseas relationships had diminished from the heydey of the early 1960s, the quality and the strength of those ties were if anything heightened. We had more regular faculty members on the team in Afghanistan than when it was much larger. We had a research position set aside for a doctoral candidate from the College, something we we had never been able to achieve during the 18 years of the AID supported project. And the relationships with AID and Afghan colleagues were never better than under the capable and vigorous leadership of Professor Ralph R. Fields, who had given up his position as director of the Office of Overseas Projects to work once again in the field as he had done in East Africa and Peru.

The most clebrated of TC's AID-supported overseas projects, Teachers for East Africa and Teacher Education in East Africa, came to a quiet official end on December 31, 1971. Its termination was fittingly marked in Kampala and in New York with little fanfare or publicity but with great appreciation being expressed to all who had contributed to its success. It had done its work well and would long remain a model of the best forms of technical assistance of the 1960s. But a new day has dawned in foreign educational aid, and Teachers College was once more to be in the vanguard. With roots firmly established by a decade of work in East Africa, Teachers College accepted the invitation of the College of Education, University of Lagos, to work on a collaborative arrangement to strengthen the training of primary school teachers in Nigeria. The formal Institutional Development Agreement was signed early in 1972 and a new "host country contract" of five years' duration began. Not now would the relationship be that of one-way technical assistance dominated by AID priorities; genuine university-to-university collaboration for the good of both was the goal.

Meanwhile, the Association for Teacher Education in Africa (consisting of 19 black African English-speaking institutions, the University of London, and Teachers College) moved actively to reform the curriculum of their teacher training programs in Africa and to produce new instructional materials to replace the customary imports from Britain or the United States. Professors Butts and Charles Lyons are personally collaborating

with a dozen African colleagues in the writing of a book of readings in the foundations of education to bring recent scholarship from the social sciences to bear upon the role of education in promoting modernization and rural transformation in the African countries. Carnegie Corporation of New York not only provides general administrative support for ATEA, but also provides ample fellowships for young African educators to study at Teachers College for advanced degrees. 1971-1972 was the second year of a special fellowship grant to Teachers College, following upon a decade of Carnegie support to the predecessor organization, the Afro-Anglo-American Program in Teacher Education.

In these three major overseas connections Teachers College continued to try to narrow the educational gap between an industrial nation and developing nations in Africa and Asia. These were not wholly new enterprises, but they provided an indispensable ingredient of any genuinely productive effort at international studies in education.

What was new in international studies at Teachers College in 1971-1972 was the progress made in "narrowing the gap" on the home campus between those perennial academic compartmentalizers: departments, disciplines, and professional specialties. We took advantage of the comparative lull in financial support for international studies to organize ourselves for the future.

Putting into effect the recommendations of the College-wide Committee on International Education (which were described at some length in the preceding biennial report for 1969-1971), the faculty approved the formation of a new Center for International Education. Its prime purpose is to facilitate study and research that will be inter-disciplinary, inter-regional, and inter-departmental. The terms of reference which were contained in the 1972 Master Plan Statement of Teachers College to the Office of Planning of the New York State Education Department reflected the concern of the faculty that the usual departmental and disciplinary lines of organization often inhibited the tackling and solution of social or educational problems that crossed those somewhat arbitrary lines. So we planned four or five "problem-oriented centers" that would enable faculty members from different departments to work together on mutually important problems facing education. Clearly, international education was one such "problem."

For nearly two decades Teachers College has been developing major resources that can contribute to narrowing the educational gaps in the world. Our overseas projects are one such resource, supported since 1960 largely by AID and Carnegie Corporation. Our "international studies" faculty members are another: those dozen members of the faculty who are deeply versed in the societies and cultures of the major areas of the world and who devote a major part of their teaching and research

to applying their disciplines to area studies and education. This "international studies faculty," largely concentrated in the Department of Philosophy and the Social Sciences, has been greatly assisted in its work since 1965 by grants from The Ford Foundation for support of the Institute of International Studies.

The third resource is the growing group of faculty members who have achieved wide-ranging international expertise in such professional departments as those of Curriculum and Teaching, Social Studies, Science Education, Mathematical Education, Languages and Literature, Educational Administration, and Special Education. The Program in International Educational Development was taking advantage of this resource for its 30 degree candidates and its growing number of foreign students, but the interrelationship with the "international studies faculty" in the Department of Philosophy and the Social Sciences was minimal.

The task of the problem-oriented Center for International Education is to mobilize these three resources and focus their combined efforts upon the task of narrowing the gaps in international studies. It is now clear that "working overseas" is essential but not enough; the funds run out when those who have the money cut down support for international educational assistance. "Area studies" are essential but not enough; the gap between rich nations and poor nations is not a regional but an international problem, and thus cross-regional and cross-cultural studies are necessary. "Teaching about other nations" is essential but not enough; the gap between international studies and urgent domestic problems of race, poverty, environment, and

inner city must be narrowed; and so the understanding of the inter-relationships among nations in an increasingly interdependent world is indispensable. "Intercultural education" is essential but not enough; the revival of this term is very useful in pointing to the connections between racial, ethnic, or minority groups at home and those abroad, but may neglect the tough realities of politics, economics, and power that are inevitably intermixed with "cultural" tensions. (So we hold to the term "international education" rather than move to the term "intercultural." We believe that aggressive nationalism is a reality that must be faced and not blurred and slurred over. International education, properly, always includes the intercultural, but intercultural education may focus upon the domestic and neglect the international.)

In sum, international studies at Teachers College have made great headway in the past decade in forming strong ties with our colleagues in educational institutions across the seas and with our colleagues in the University regional institutes across the street. Those two traditional and formidable educational gaps have been narrowed or closed with the notable support of AID, Carnegie Corporation, and Ford Foundation.

While we keep these ties strong, we must now turn to narrowing the educational gaps between the disciplinary departments and the professional departments within Teachers College and between the College itself and the teaching of international studies in the schools and teacher education programs

of the United States. We believe that the new Center for International Education can be the instrument for narrowing these two remaining gaps. Professor William C. Sayres, an anthropologist who served on the Teachers College overseas projects in Peru and in Afghanistan, was chosen as its first director. His report of the year of organization for the Center follows.

##

CENTER FOR INTERNATIONAL EDUCATION

Reported by
William C. Sayres, Director

As a major innovation in the organization of educational resources and activities at Teachers College, several interdisciplinary centers were established during the year 1971-72 in response to faculty and student interests that cut across conventional departmental and divisional lines. Thus the new Center for International Education has been created to provide an institutional framework and focus for those with a special interest in international studies.

Since 1972-73 will be the initial academic year of Center operations, there is comparatively little to be reported of substantive accomplishment for the year 1971-72. Nevertheless, members of the Center staff have been designated and program development is under way.

Staff

The staff members of the Center for International Education represent a cross-section of Teachers College "internationalists" in terms of disciplinary and regional orientations. Among them are those who have been most directly involved in the various degree programs currently being offered in international education. The members as of the Spring and Summer of 1972, are:

Professor George Z. F. Bereday (comparative education, sociology; Director of Center for Education in Industrial Nations)

Professor R. Freeman Butts (history, international affairs; Associate Dean for International Studies and Director of the Institute of International Studies)

Professor Lambros Comitas (anthropology; Director of Center for Education in Latin America)

Professor Chang-tu Hu (comparative education; Director of Center for Education in Asia)

Professor Charles H. Lyons (history, Africa)

Professor Harold J. Noah (economics, Europe and the U.S.S.R.)

Professor Philip H. Phenix (philosophy, Latin America)

Professor William C. Sayres (anthropology, Latin America)

Professor James R. Sheffield (international affairs; Director of Center for Education in Africa)

Professor Vincent Tinto (sociology, Middle East)

Other appointments to the Center staff are anticipated in the months ahead.

Basic Program

The major purpose of the Center for International Education is to provide an interdepartmental, multi-disciplinary base for the exploration of new approaches to educational problems and issues that are cross-cultural in character and global in significance.

Through the Center, insights and perspectives from the social and behavioral sciences as well as from various fields of professional education will be brought to bear on themes of mutual interest and concern to participating faculty members and students. While the Center itself will not offer a degree program, students from any of the departments represented may, with the concurrence of the departmental and Center staffs, undertake doctoral projects under Center guidance and supervision. In most cases, such

projects will be an outgrowth of, or closely related to, the special colloquium and/or the research seminar that consitute the core of the Center program.

Colloquium: The Center will offer a staff colloquium devoted each term to a topic of particular relevance to the world situation. Collectively the colloquia will represent a continuing forum for the examination of key problems and issues in international education. The first colloquium is provisionally scheduled for the spring term, 1973. Its theme will be Education for Self-Reliance, and it will be devoted to an analysis of some of the more radically innovative educational policies and programs in the Third World. Other prospective topics for the future include:

--The challenge of the Chinese model of society for the developing nations of the world and for the West;

--The role of education in revolutionary societies, past and present;

--Education and the heritage of colonialism and imperialism in comparative perspective;

--Modernization and the "widening gap" between industrial and developing societies;

--Comparative studies of cultural, racial, ethnic and linguistic minorities in many regions of the world;

--Non-formal education in international perspective;

--Technical assistance reconsidered: myths, truths, and new directions;

--Urbanization and metropolitanism in international perspective;

--Educational acculturation in reverse: what "we" have learned from "them;"

--Problems of population, environment, and technology viewed as worldwide phenomena.

The colloquia will be primarily for students at the intermediate stage of their doctoral programs. Above and beyond their immediate instructional value, the colloquia may, depending on the level of interest and involvement elicited, provide (a) points of departure for doctoral projects, (b) bases for special faculty publications, and (c) fresh "spinoff" material that can be useful in reseeding and revitalizing existing courses at Teachers College.

Research Seminar: In addition to the colloquia, there will be an advanced "research and development" seminar in which a number of different projects concerned with inquiry and practice in international education may be pursued concurrently. For students, the seminar can be helpful in providing guidance and critical feedback as they carry out their doctoral projects. For faculty members, the seminar can serve as a kind of "think tank" in which ideas are explored, ongoing projects discussed, and research findings shared.

The seminar can also play an important role in generating materials that can help strengthen the teaching of Asian studies, African studies, and Latin American studies in the schools of our country. Such materials are needed at all educational levels, but the need is particularly urgent in teacher training programs. Since the principal business of Teachers College is teacher education, it seems wholly fitting that the Center for International Education should contribute to the enrichment of teaching resources in this area.

These materials may, of course, take various forms. Some, for example, may be textual materials developed explicitly for classroom use, while others may be research documents not directly related to pedagogical purposes but

appropriate for inclusion in a topical or thematic collection of selected readings. Through its research seminar, the Center may be instrumental in producing a series of such collections.

Since a major stimulus for the seminar is expected to come from the colloquium, the seminar is provisionally scheduled to be offered for the first time following the initial colloquium. Thus, the seminar would begin in the autumn term, 1973.

Perspective Related Activities

The Center was not established with a specific, predetermined set of functions ascribed to it. Rather, it was designed as a vehicle for the mobilization and expression of those interests in international education that transcend departmental, divisional, and disciplinary lines. (From an institutional standpoint, such interests might be characterized as cross-cultural internally as well as externally). From the basic program as described above, new offshoots and dimensions may emerge, and while no activities will, of course, be initiated beyond the scope of those authorized by the College guidelines for the operation of Centers, it is reasonable to expect that the ultimate nature and conformation of the program will be shaped by Center associates in accordance with their unfolding concerns and the patterns of creative interaction that are generated. The basic program is sufficiently delimited to be manageable, yet sufficiently general to be viable. By and large, the Center will become what its members are willing to make it become.

Without speculating prematurely on future paths of program development, it is nevertheless possible to identify various prospective activities

or roles that are either implicit in the basic program of logical corollaries of it. The extent to which any of them may be effectively implemented or lead to restructuring of program priorities will depend, of course, on the kinds of motivations and energies that materialize. Among such prospective activities and roles are the following:

-- to assist actively in the promotion of feedback from the knowledge, experience, and expertise developed through the College overseas programs into the instructional programs on campus;

-- to monitor existing course offerings in international education in order to help reduce overlap, identify emerging needs for new offerings and, as an all-College entity, facilitate interdepartmental communication and coordination in meeting these needs;

-- to help design improved programs for students from other countries;

-- to provide a direct, continuing outreach to various primary, secondary, and teacher training institutions in the United States in the introduction, evaluation, and testing of new curriculum materials concerned with world area studies;

-- to cooperate with institutions in other countries in the development of materials to be used cross-nationally on such subjects of global concern as population education in a world faced with explosive demographic growth and ecological education in a deteriorating world environment;

-- to organize a series of special programs (e.g., conferences, lectures, summer workshops) in international education drawing on resources both inside and outside the University.

Funding

The Center for International Education has been conceived not as an entity dependent on external subsidies for its survival but as an integral part of Teachers College, to be sustained from within rather than from without. At the same time, outside funding would clearly lead to a significant strengthening of the Center program by making possible activities and undertakings that would not have been feasible otherwise. Those suggested in the preceding section are examples of the kinds of endeavors for which outside support might appropriately be sought.

Final Note

What distinguishes the new Center from other program structures concerned with international studies at Teachers College, at least in its formative stage, is its resolutely holistic and integrative character. It does not focus on a particular world area, yet it welcomes participants with special area interests and expertise. It does not confine its modes of inquiry to particular disciplines or fields of professional education, but rather welcomes the interplay and cross-fertilization of various interdisciplinary and professional perspectives. It attempts to bridge departments and divisions, not with any intention of compromising or weaking the more traditional institutional commitments represented but rather with the hope of forging a stronger, more diversified, and more broadly based set of institutional resources in international education at Teachers College. It was created not to compete with existing programs but to facilitate the exploration of

ways in which those involved in such programs can be brought together more effectively. It has not been cast in any permanent form but is designed to serve as an enabling mechanism responsive to the evolving concerns of its members for as long, and only for as long, as it proves to be useful.

Its emphasis, in short, is on the interrelatedness of the diverse strands comprising international education at Teachers College. While hospitable to the constituent parts, it is oriented explicitly toward the kinds of productive syntheses that can be developed from them.

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Work in preparation by William C. Sayres

"Education in Afghanistan: Old Trails and New Paths." Co-author: Abdul Aziz Hamid. To appear in Afghanistan in the Seventies, by Louis Dupree and Linette Albert, Praeger, New York.

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Institute of

International Studies

International Studies at Teachers College, Columbia University 1971 - 1972

II. INSTITUTE OF INTERNATIONAL STUDIES

R. Freeman Butts, Director

The year 1971-1972 marked the seventh year of support for the Institute of International Studies by The Ford Foundation, and the second under the transitional grant from the Foundation to enable the Institute to sustain its program of research begun under the major five-year grant of 1965-1970. The decreasing funds were used for partial payment of a professor's salary to enable him to finish up a major research study for publication, but principally for research support and publication of research already under way.

The original goals of the Institute have been achieved with notable success: the record of research undertaken and published is impressive (see Cumulative Bibliography of Research and Publications, 1965-1972); the strengthening of the international studies faculty in the Institute has led to an increase in the number of such positions in the regular faculty roster; and collaboration with the Columbia University School of International Affairs and Regional Institutes has been solidified. Four combined programs have been in operation for some time:

Education and African Studies
Education and East Asian Studies
Education and Latin American Studies
Education and International Affairs

Three members of the Institute have been elected to the Faculty of International Affairs: Professors Butts, Bereday, and Sheffield. Two or three more are expected to be elected in the coming year. All members of the Teachers College Institute are also members of cognate Regional Institutes in the University.

Considerable satisfaction can be taken from these developments. Credit is due to many faculty members on both sides of 120th Street, but, above all, to Dean Andrew Cordier, who retired from active deaning of the School of International Affairs at the end of the year. More than any one else Dean Cordier believed in the importance and necessity of a strong professional education component in the international studies spectrum of the university. He always strongly supported both academically and personally the work of the Teachers College Institute and its members. Within the legal and financial framework that controls the relationship between the Columbia Trustees and the Teachers College Trustees

Dean Cordier could not have been more helpful and generous of his time, his thought, thoughtfulness, and energy. The groundwork was thus solidly laid for continued collaboration with the School of International Affairs under the new Dean, Harvey Picker, and an old friend and colleague, Associate Dean Ainslee Embree, who fortunately for us has returned to Columbia from an interlude at Duke University.

The year was thus spent in carrying on our teaching and finishing up research that had already been launched. The details will be found in the following pages. But with declining support for area research and declining numbers of students specializing in area studies because of the lack of fellowship funds, the members of the Institute turned serious attention to the direction they should take in the future. They felt strongly that more attention should be paid to the role of education in inter-regional or inter-area affairs, and they felt that more attention should be given to the infusion of international studies into elementary, secondary, and teacher education programs in American educational institutions.

Without diminishing the importance of area studies as defined in the 1960s, they felt that in the 1970s the Institute should be working more closely with the professional departments of Teachers College and with the schools and colleges of the metropolitan T. C. community. They therefore turned to help develop the ideas and formulate the organization of the new Center for International Education just described. Fortunately, they found an eager and enthusiastic response from several key professional departments at T. C. The planning has been done; the organization is in being and ready to function, but collaborative teaching and research across departmental, disciplinary, and area lines are expensive. Now, only funds are needed to give the new Center the momentum required to enable international studies to contribute to the reformation of American education as well as to innovation in the education of other countries.

* * * * *

As director of the Institute and Associate Dean for International Studies, Professor Butts took part in the following conferences and professional activities during the year 1971-1972:

On September 8, 1971 he took part in the organization meeting of the Committee on the Future of International Studies in Washington and pledged Teachers College to membership. He also was a member of the advisory committee that met September 23-25 with officials of the American Association of Colleges of Teacher Education to plan an inventory of the role of international studies in the teacher education institutions of the United States.

On October 1, he consulted with the London Board of Editors of The World Year Book of Education, of which he is the chairman of the New York Board of Editors, and went on to Nairobi (October 2-7) to attend the final meeting of the Universities of Eastern Africa Conference on Teacher Education which has been held annually since 1963 with AID support through the Teacher Education in East Africa Project. It was a heart-warming occasion, with fitting tributes by Senteza Kajubi of Makerere University, Kampala, to the Anglos and the Americans who had been involved in TEA and TEEA since 1961; special appreciation being paid to Dr. Carl Manone, chief of party of TEEA during its final six years.

Professor Butts was particularly gratified at the cumulative progress toward Africanization of teacher education that had been made in the eight years since he had proposed the first such conference which was held with AID support in 1963 in Entebbe.

On October 7-9, Professor Butts visited Kampala for consultation with AID officials and with the TEEA staff there and on to Lagos (October 9-12) for consultation with AID officials and the staff at the College of Education, University of Lagos.

Upon returning to the campus, Professor Butts accepted Dean Cordier's invitation to take part in two conferences held in conjunction with the ceremonies opening the new International Affairs Building at Columbia University: On October 15-16, at a conference on "Education for World Service," he was a member of a panel "Educating for a New American Past"; on October 21-22 at a conference on "The Future of International Studies," he was chairman of a session on "Patterns of Support for International Studies."

In November Professor Butts returned to West Africa to attend a meeting of the executive committee of the Association for Teacher Education in Africa held at Accra, November 18-20, and the meeting of the Western Council of ATEA at Cape Coast, November 21-25; both meetings were devoted largely to plans for curriculum innovation in African teacher education.

In February 1972 Professor Butts attended the annual meetings of the American Educational Studies Association and the American Association of Colleges of Teacher Education in Chicago, and in March the Comparative and International Education Society in Boston.

Late in March Professor Butts again stopped at the University of London to consult about the World Year Book on his way to attend, as official representative of Teachers College, the annual conference of the Association for Teacher Education in Africa held at Addis Ababa, March 26-31, 1972.

On April 25 he gave a special lecture at the University of Wyoming on "Reconstruction in Foundations Studies" sponsored by the Wyoming chapter of the American Educational Studies Association.

During the first two weeks in June Professor Butts acted as external examiner in the foundations of education at the University of Nairobi and examined practice teachers in their schools in Nairobi and in western Kenya, stopping for two days in Kampala to visit AID officials and faculty members at Makerere University.

During the last two weeks in July Professor Butts again visited Nigeria, to participate in a workshop on Foundations Studies in Education held under the auspices of the Western Council of ATEA at Ibadan, July 18-26 during which time a book of readings was outlined to be written by the ten participants who came from eight universities in Africa and from Teachers College. From July 26 to August 2, Professor Butts took part in reviewing the research studies undertaken by the 60 Nigerian participants in the Advanced Professional Studies Program being conducted by the staff of the College of Education, University of Lagos with the assistance of Professor Charles Lyons and Professor and Mrs. Joel Davitz of Teachers College.

During the academic year under review, Professor Butts' major new book based upon research conducted under the auspices of the Institute finally came close to publication as he awaited page proofs in August, 1972; bound books were scheduled to appear in January 1973. The title is: The Education of the West; a Formative Chapter in the History of Civilization, McGraw-Hill Book Company.

Other publications included:

Roy W. Niblett and R. Freeman Butts (eds.), Universities Facing the Future, The World Year Book of Education 1972/73, Evans Brothers, London; also published in the United States by Jossey-Bass, San Francisco.

"Arnold J. Toynbee's Philosophy of History" appeared in Educational Theory, vol. 22, Winter 1972, no. 1, pp. 3-25.

"Search for Freedom" originally published in the N. E. A. Journal, March 1960 was reprinted by the United States Information Service for its series of seminars entitled Contemporary Pedagogue conducted in Africa.

In the Institute's Research Seminar on Education and the Modernization Process, conducted in 1971-1972 by Professors Butts and Lyons, the following research papers were prepared by graduate students:

Esther Carliner	"American Military Government in Korea, 1945-1948; Education: Democratization, Modernization, or Americanization?"
Louis-André Gravel	"Algeria and Tunisia: a Question of Identity"
Thomas Hull	"Bantu Education and Its Implications for Modernization"
Sylvia Miranda	"Puerto Rico's Educational System: Modernization and Neo-Colonialism, 1898-1968"
Evelyn Jones Rich	"Education and Modernization: The Amistad Experience"
Susan Schuur	"Education: Soil and Harvest of Mexican Modernization"

CENTER FOR EDUCATION IN AFRICA

Reported by
James R. Sheffield, Director

In addition to serving as an informal base for more than 30 African students at Teachers College and as a coordinating agency which helps to convene meetings when senior African educators come to New York, the Center for Education in Africa is primarily a research body. Under its auspices, both staff and students have conducted research of considerable importance to African educational development.

James R. Sheffield, Associate Professor of Education and Director of the Center for Education in Africa, published two books during 1971-1972. The first was Education in the Republic of Kenya (Washington, U.S. Office of Education, 1971). The second, Non-Formal Education in African Development (New York, African-American Institute, 1972), was undertaken jointly with Victor P. Diejomaoh of the University of Lagos. It was funded by the Agency for International Development and involved a survey of 12 African countries. Professor Sheffield also published "The Non-Formal Alternative" (with Dr. Diejomaoh) in Africa Report, vol. 17, no. 5, and "Non-Formal Education in Africa: Micro-Solutions to Macro-Problems" in African Studies Review (Fall 1972).

During the summer of 1972 Professor Sheffield directed further research in the area of out-of-school education in several African countries: in Ethiopia where he conducted a survey of rural education, and in Kenya and Botswana.

Professor Sheffield continued to serve as Director of the African Fellowship Program which is supported by Carnegie Corporation of New York in conjunction with the Association for Teacher Education in Africa. The ten African Fellows presently studying for their graduate degrees at Teachers College, together with their areas of specialization and affiliating institutions are:

Kofi Agyakwa	Philosophy of education University College of Cape Coast, Ghana
Teshome Bishaw	Administration Haile Sellassie I University, Ethiopia
Bernard Harawa	Administration University of Malawi, Malawi

Celestine Kasasa	Curriculum and teaching National Institute of Education Makerere University, Kampala, Uganda
Aloni Kindagaire-Atwoki	Curriculum and teaching Faculty of Education Makerere University, Kampala, Uganda
John Pendaeli	Curriculum and teaching Institute of Education University of Dar es Salaam, Tanzania

Four from Nigeria:

Felix Ndubisi	Curriculum and teaching Institute of Education University of Nigeria at Nsukka
Nicholas Nwagwu	Administration Institute of Education University of Nigeria at Nsukka
Samuel Okon	Guidance Department of Education Ahmahdu Bello University
Justina Tewe	Science education Faculty of Education University of Ife

Charles H. Lyons, Assistant Professor of History and Education in the Department of Philosophy and the Social Sciences, continued in his position as Research Associate in the Center. During the academic year 1971-1972, he published articles and book reviews in Educational Studies, Perspectives on Education, and Studium (the journal of the School of Education of the Chinese University of Hong Kong). He is also completing "To Wash an Aethiop White": British Ideas about Black African Intelligence, 1530-1960, a book-length manuscript which will be published by the Teachers College Press in 1973.

During the Fall of 1971, Professor Lyons served as Campus Coordinator for the US/AID-funded Teachers College-University of Lagos Project. Part of this project, the Professional Studies Program, aimed at increasing the competence of 60 school inspectors and administrators who work in the various Nigerian state ministries. In connection with the Program, each of these Nigerian educators completed a research report on various aspects of their educational system.

In the spring of 1972, Professor Lyons helped conduct workshops in Enugu, Lagos, and Maiduguri to aid Project participants in completing their research assignments. During the summer of 1972, he spent three months at the College of Education of the University of Lagos as the Program Coordinator for the Lagos Project and as a visiting lecturer in the Professional Studies Program. As part of his duties, Professor Lyons aided in the completion of the 60 research reports, which were then presented to representatives of the Federal and various State ministries of education in Nigeria. These research reports are now under consideration for publication.

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During 1971-1972, several graduate students were actively engaged doctoral research under the Center's auspices. Hugh Corbin completed an evaluation of the Teacher Education in East Africa Project, and Joel Millonzi finished an historical study of adult education in Tanzania. Both of these students did their field work in Africa.

Also in Africa for research purposes were: Vincent Battle, Susan Hall, and Jacob VanL. Maas, who were all engaged in doing research on

various aspects of education in Uganda; John Chamberlin, who compiled data on Hausa education in Nigeria; and Don Knies and Susanne Nanka-Bruce, who researched aspects of the Teacher Education in East Africa project in Tanzania, Uganda, and Kenya.

Other students, such as Clifford Gilpin and Evelyn Jones Rich were engaged in securing the necessary approval for conducting field work in Africa during the academic year 1972-1973.

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CENTER FOR EDUCATION IN ASIA

Reported by
C. T. Hu, Director

For the academic year 1971-1972, activities of the Center have been limited to two major ones: completing research on Chinese education during the Great Proletarian Cultural Revolution and its aftermath, which forms the last part of a book on the modernization of Chinese education since the 1860s undertaken by Professor C. T. Hu; and preparing project proposals for submission to foundations and federal government agencies in order to insure continuance of the work of the Center.

With respect to the former, Professor Hu received a visa to visit the People's Republic of China in late March and arrived in Canton on May 2, 1972, after an absence of more than 20 years. His one month sojourn in China took him to Canton, Peking, Sian, Yenan, Shanghai, Wuhan, Nanking, Hangchow, and Nanchang, covering a distance of several thousand miles.

Although conditions there do not permit research in the ordinary sense of the term, he was able nevertheless to visit institutions of education on all levels and of various types, both in urban centers and in rural areas. He is convinced that, as a result of this exploratory visit, the impressions and insights gained through conversations with party cadres, members of the teaching profession and students will enable him better to complete the last part of his book. Professor Hu, who was born in China and speaks most of the country's dialects, donned a Mao jacket and "lost himself" in

the crowds riding the buses and walking in the streets; he thus was able to observe the mood and reactions of the people first-hand, an opportunity not possible for practically all other U.S. visitors to China. The Center provided financial assistance for his trip.

For the purpose of identifying the various resources not only at Teachers College but the University as a whole in order to formulate meaningful and sensible plans for the Center's future, the Center obtained the services of Ms. Jane Price, a doctoral candidate at the East Asian Institute of Columbia University as a research assistant during the months from October 1st, 1971 to July 1, 1972. At the invitation of Ms. Price and under the aegis of the Center, Ms. Tina Frank appeared May 11, 1972 before a class of TC students and discussed her month's tour of the People's Republic of China which she and the Committee of Concerned Asian Scholars made in March of 1972. A doctoral student at the East Asian Institute and now a translator at the United Nations, Ms. Frank showed slides which included scenes from her stay of several days in a people's commune in the interior of China.

After intensive study of the current needs in American education, the Center decided to concentrate on two possible projects dealing with (1) preparation of instructional materials and training of teachers for teaching about Asia in secondary schools, and (2) an instructional program on the challenge of the Chinese educational model for the developing world.

exchange relations with China in the not distant future. Professor Hu has obtained more than one thousand items of what are called "big character" posters which emerged during the cultural revolution. All are works by secondary school and university students and comprise a rare and valuable primary source for research on the cultural revolution and the role of students within that revolution.

An important publication during the year by Professor Hu was "The Chinese People's University" in W. Roy Niblett and R. Freeman Butts (eds.), Universities Facing the Future, The World Year Book of Education, 1972/73, Evans Brothers, London, pp. 63-74; also published in the United States by Jossey-Bass, San Francisco.

Two of Professor Hu's doctoral advisees had research studies published in 1971-1972:

An article by Marilyn Clark Tinsman, a former Fellow in TC's Institute of International Studies, "Chinese Educational Development in the Twentieth Century," appeared in Peter Hackett (ed.), Problems of Educational Development and Modernization in Asia, University of Virginia, Charlottesville, 1972, pp. 80-106.

Louis Setti, a former research assistant in TC's Institute of International Studies and now a staff member of the Institute of International

Two meetings were held to discuss the feasibility of university-wide cooperation for developing teacher training programs and instructional materials for secondary schools in the tri-state area of New York, New Jersey, and Connecticut. Members of the Teachers College department of Curriculum and Teaching, Social Studies, Educational Administration, and Philosophy and the Social Sciences, as well as representatives from the East Asian Institute and other concerned units of the University, took part in the deliberations. Ms. Price also established contact and working relationships with such institutions as the University of California at Berkeley and Ohio State University in Columbus which have been working for the same objective of strengthening teaching about Asia in American secondary schools.

The purpose of the proposed instructional program on the Chinese educational model is to begin serious consideration of the efficacy and appeal of the Chinese system of education to the developing world. It is also designed to bring together area specialists in the Institute of International Studies to work on a common theme. While it is disappointing that the proposals failed to secure financial support for the academic year 1972-1973, it is hoped that further efforts will bring more positive responses.

Toward the end of 1972, the Center acquired from China, Hong Kong, and Taiwan three major sets of archival materials on Chinese society and education. Initial negotiations with two institutions of higher learning in China have been encouraging enough for the Center to establish material

Studies in the Office of Education, Washington, D.C., was co-editor and compiler of Education in Thailand: Some Thai Perspectives with Amnuay Tapingkae, Dean of the Faculty of Education, Chiang Mai University, Thailand; published by the Office of Education, Department of Health, Education, and Welfare, OE 72/61, 118 pp. Mr. Setti, a former Peace Corps Volunteer in Thailand, made all the translations. A short story of his, "An American in Laos," written in the Thai language, was accepted for publication and will appear in the November 1972 issue of Social Science Review of Thailand, Bangkok.

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CENTER FOR EDUCATION IN LATIN AMERICA*

Reported by
Lambros Comitas, Director

During the academic years 1969-1972, the following additions were made to the Center staff:

Associate
Dr. David Lowenthal
Professor of Geography, University College, London

Research Associate
Dr. Herbert S. Klein
Professor of Latin American History, Columbia University

Research Assistants

Mr. Barry Chevannes
Mr. John Donahue
Dr. Glenn Hendricks
Ms. Katherine Hess (2 yrs.)
Mr. John C. Kelly
Mr. Herbert Kerr
Ms. Maria Teresa Sirvent
Dr. Malcolm T. Walker

Graduate Student Training: During the summers of 1969 and 1970, the Center supervised two field training teams in Jamaica, West Indies. Pre-field seminars were provided by Center personnel and field activities were closely coordinated with the North American Consortium for Caribbean Research (Brandeis, McGill, Montreal, and Teachers College) and with the Research Institute for the Study of Man which provided funding for a number of students associated with the Center. Given acute shortage of funds, the field team approach was abandoned in 1971 and 1972 although individual students were supervised and partially sponsored by the Center in Peru, Mexico, Haiti, and Jamaica.

In general, despite a variety of logistical and supervisory problems, the Center's assessment of the field training programs has been decidedly positive. As a direct result of this experience, graduate students have developed and demonstrated advanced skills in methodology, problem focus, and organization of doctoral research. Perhaps more importantly, the programs helped to assure a supply of competent professionals for sound scientific and educational research in Latin America and the Caribbean.

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* Inasmuch as a report from the Center for Education in Latin America was omitted from the Biennial Report of the Institute (1969-71), this report covers the three academic years from July 1, 1969 to August 31, 1972.

Institutional Relationships: As far as possible, the linkages established over the years with cognate institutions in Argentina, Barbados, Bolivia, Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, Guyana, Haiti, Jamaica, Peru, Puerto Rico, and Uruguay have been maintained. Particularly close relationships have been developed, however, with the Institute of Social and Economic Research, University of the West Indies (Dr. Alister McIntyre, Director) which has provided professional support to Center students in Jamaica; the Ministry of Community Development and Youth, Jamaica (the Hon. Dr. Douglas Manley, Minister) which has utilized Center personnel in the planning of its adult literacy program; the Center for Research in Educational Sciences, Di Tella Institute, Buenos Aires, Argentina (Dr. Gilda Romero-Brest, Director) which has exchanged and collaborated in research as well as sending students to Teachers College and the Center; and finally the Association of Caribbean Universities and Research Institutes which has involved the Center in its planning and research.

Professional Activities of the Staff: During this report period, the Director served as President of the Society for Applied Anthropology; Steering Committe member of the Council on Anthropology and Education; Institutional Representative to the Latin American Studies Association; and Chairman of the Committee on Anthropology and Education, National Academy of Education. He directed the two summer training programs (1969 and 1970) in Jamaica; continued as Contributing Editor (The West Indies) of the Handbook of Latin American Studies; Associate Editor of Human Organization; Editorial Board member of Estudios Andinos (La Paz, Bolivia) and The World Year Book of Education; Consultant to the Columbia Encyclopedia; and General Editor of Studies from the Center for Education in Latin America, Teachers College Press. He has participated in the annual meetings of the American Anthropological Association, Latin American Studies Association, American Ethnological Society and the Society for Applied Anthropology. In addition he has presented papers to the National Academy of Education, New York Academy of Sciences, and the Association of Caribbean Universities and Research Institutes. For the academic year 1971-72, he received a John Simon Guggenheim Fellowship for work on education and social systems in the New World.

Professor Philip Phenix has travelled extensively in Latin America, has been active in the affairs and meetings of the Ateneo Puertorriqueño de Nueva York and the Asociación de Escritores Puertorriqueños de Nueva York.

Professor Herbert Klein has continued on the Editorial Board of the Journal of Social History and as Advisory Editor on Latin American History for the Encyclopedia Brittanica and the Columbia Encyclopedia. He served as Chairman of the 1970 Conference on Latin American History Program Committee and gave papers at the Wayne State University Conference on the Negro in American Society; American Historical Association; Southern

Historical Association; Organization of American Historians; University of Michigan Conference on Comparative History; Smith College Conference on the Negro and Race Relations in America; Johns Hopkins Conference on Free Colored in Slave Societies; and the Rochester University Conference on Quantitative Studies on Slavery and the Slave Trade.

Mr. Paul Cohen attended meetings of the American Political Science Association and the Latin American Studies Association. In 1972, he accepted the post of Research Fellow, Institute of Latin American Studies, Columbia University.

Research Activities of the Staff: The Director continued research on the relationship of formal institutions of education to social systems with particular reference to Bolivia and Jamaica; was co-principal investigator of a large multidisciplinary study sponsored by the National Institute of Mental Health on the effects of chronic cannabis smoking in Jamaica; and has started work on a companion volume to Caribbeana 1900-1965.

Professor Klein is pursuing new studies of Puerto Ricans and education in New York; continues research on the free colored in the West Indies during slavery, and has embarked upon quantitative research on rural Bolivia.

Professor Phenix is expanding his research on Latin American values and Latin American philosophy and education. Mr. Cohen continues with his studies on social and political mobilization in Uruguay and on Jose Pedro Varela and the politics of education in the 19th century. Research assistants of and students at the Center have focused on a variety of themes important to education. Of probably the most immediate value are field studies of the process of circulatory migration, the movement of Latin Americans to New York City and its environs and back to their home country.

Publications and Completed Research: The following four lists contain: (1) the complete listing of "Studies from the Center for Education in Latin America" published by Teachers College Press with editorial notes by the Director; (2) the publications and completed research of the Center Director, Associates, and Research Associates for the report period; (3) the publications and completed research of Center Research Assistants; and (4) Field Reports of Center Field Training Teams.

The Center series on Latin America has developed rapidly: nine full-length monographs on Trinidad, Brazil, the Hispanic Caribbean, Mexico and Central America, the Dominican Republic, Jamaica, British Honduras, and Haiti are now in print. Three additional manuscipts are either under consideration or undergoing revision prior to publication. Unfortunately, due to lack of funds, the promising offset series of occasional papers on field research has had to be discontinued. If funds had been available, nearly all references referred to as "typescript" would have been reproduced in limited quantities for this occasional series.

(1) - "Studies from the Center for Education in Latin America"
Teachers College Press

Rubin, Vera and Zavalloni, Marisa
1969 We Wish to be Looked Upon: A Study of the Aspirations of Youth in a Developing Society. Teachers College Press, New York, 258 pp.

McNeill, Malvina Rosat
1970 Guidelines to Problems of Education in Brazil: A Review and Selected Bibliography. Teachers College Press, New York, 66 pp.

Cartey, Wilfred G.
1970 Black Images. Teachers College Press, New York, 186 pp.

Kennedy, Paul P.
1971 The Middle Beat: A Correspondent's View of Mexico, Guatemala, and El Salvador. Teachers College Press, New York, 235 pp.

Heath, Shirley Brice
1972 Telling Tongues: Language Policy in Mexico, Colony to Nation. Teachers College Press, New York, 300 pp.

Coming to press in January 1973 will be:

Walker, Malcolm T.
Politics and the Power Structure: A Rural Community in the Dominican Republic. Teachers College Press, New York.

Foner, Nancy
Status and Power in Rural Jamaica: A Study of Educational and Political Change. Teachers College Press, New York.

Ashcraft, Norman
Colonialism and Underdevelopment: Processes of Political and Economic Change in British Honduras. Teachers College Press, New York.

Rubin, Vera and Schaedel, Richard (eds.)
Research and Resources of Haiti. Teachers College Press, New York.

(2) - Publications and Completed Research of the Center Director, Associates, and Research Associates

Comitas, Lambros

1971 "The Effects of the Revolution on Bolivian Rural Education," typescript, 37 pp.

"Reflections on Curriculum and Education in the British Caribbean," mimeo, 24 pp. Paper presented at the Departmental Seminar, Division of Philosophy and the Social Sciences, Teachers College, Columbia University.

1972 "Ethnology: West Indies," in Handbook of Latin American Studies, no. 33, University of Florida Press, pp. 114-129.

"Education and Social Stratification in Contemporary Bolivia," reprinted in LaBelle, Thomas J. (ed.), Education and Development: Latin America and Caribbean. Latin American Center, University of California, Los Angeles, pp. 363-378; and in Ianni, Francis A. J. and Storey, Edward (eds.), Cultural Relevance and Educational Issues. Little, Brown & Co., Boston, pp. 402-418.

Comitas, Lambros (cont'd)

1972 Effects of Chronic Smoking of Cannabis in Jamaica (with Vera Rubin). Research Institute for the Study of Man for the Center for Studies of Narcotic and Drug Abuse, National Institute of Mental Health, 519 pp. A revised version of this report is currently in press with Charles C. Thomas, Publisher.

"Reference Groups for Researchers in Anthropology and Education." Paper presented at the 71st Annual Meeting of the American Anthropological Association, 18 pp.

Ready for publication in 1973 Slaves, Free Men, Citizens: West Indian Perspectives (with David Lowenthal). Anchor Press/Doubleday, Garden City, New York.

Consequences of Class and Color: West Indian Perspectives (with David Lowenthal). Anchor Press/Doubleday, Garden City, New York.

Work and Family Life: West Indian Perspectives (with David Lowenthal). Anchor Press/Doubleday, Garden City, New York.

The Aftermath of Sovereignty: West Indian Perspectives (with David Lowenthal). Anchor Press/Doubleday, Garden City, New York.

"One View of the Present State of Anthropological Research in the Caribbean." Paper presented at UNICA conference Caribbean Man and his Environment, Barbados, West Indies, 30 pp.

Phenix, Philip H.

1969 Educación y Sociedad, Pay-Mexico, 338 pp.

"The Hero in Education: The Case of Mexico" in Colloquy, November, 1969, pp. 4-9.

1971 "Educación en la Literatura Iberoamericana," in Espiga y Verbo.

Phenix, Philip H. (cont'd)

1972 In 1972 Professor Phenix delivered four significant addresses as follows:

"La Poesía de Gabriela Mistral y Pablo Neruda", Ateneo Puertorriqueño de Nueva York.

"El Descubrimiento del Nuevo Mundo," address to the Associación de Escritores Puertorriqueños de Nueva York.

"Latin American Values," address to students of the School of Nursing, Columbia-Presbyterian Hospital, New York.

"Valores Educativos en América Latina," Ateneo Puertorriqueño de Nueva York.

Klein, Herbert S.

1969 Parties and Political Change in Bolivia, 1880-1952. Cambridge University Press, Cambridge.

"The Colored Freedman in Brazilian Slave Society" in Journal of Social History, III, no. 1, pp. 30-52.

"The Trade in African Slaves to Rio de Janiero, 1795-1811: Estimates of Mortality and Patterns of Voyages," in Journal of African History (London), X, no. 4, pp. 533-549.

1970 "North American Competition and the Characteristics of the African Slave Trade to Cuba, 1790-1794," in William and Mary Quarterly, 3rd series, XXVIII, no. 1, pp. 86-106.

1971 "The Settlement Pattern of the Afro-American Population in the New World" in Key Issues in the Afro-American Experience, vol. 1, pp. 99-115. Harcourt Brace Jovanovich, New York.

"The Internal Slave Trade in Nineteenth Century Brazil: A Study of Slave Importations into Rio de Janiero in 1852," in Hispanic American Historical Review, vol. 51, no. 4, pp. 567-585.

Klein, Herbert S. (cont'd)

1971 "Latin America Since Independence - Bolivia" in Griffin, Charles C. and Warren, J. Benedict (eds.), Latin America: A Guide to the Historical Literature, University of Texas Press, Austin, pp. 513-524.

"Prelude to Revolution" in Malloy, James and Thorn, Richard (eds.), Beyond the Revolution: Bolivia Since 1952, University of Pittsburgh Press, Pittsburgh, pp. 25-52.

Cohen, Paul

1968 "The Changing Role of the University in Uruguay's National Development." Paper presented at the conference on the Latin American university and the development process, Fletcher School of Law and Diplomacy, Tufts University, Medford, Mass., May 16-19, 1968.

1969 "Argentina and Uruguay: The Transition from Elite to Mass Politics." (with Peter Winn). Internal working paper for the Center for Inter-American Relations, 13 pp.

1970 review of Albert A. Blum (ed.), Teacher Unions and Associations and Stephen Cole, The Unionization of Teachers in American Political Science Review, vol. 64, no. 4, December, 1970. (with George R. LaNoue)

1972 review of Marvin Alisky, Uruguay: A Contemporary Survey in Political Science Quarterly, vol. 87, no. 1, March 1972.

(3) - Publications and Completed Research of Center Research Assistants

Chevannes, Barry

1971 Jamaican Lower Class Religion. M.Sc. thesis, University of the West Indies, Mona, Kingston, Jamaica.

"Revival and Black Struggle" in Savacou, no. 5.

Donahue, John

1972 "Seventh Day Adventism and Social Change Among the Aymara of Southern Peru," typescript, 36 pp.

"Circular Migration among Migrants in Southern Peru," typescript, 62 pp.

Hendricks, Glenn

1972 The Dominican Diaspora: The Case of Immigrants from the Dominican Republic in New York City. Ed.D. dissertation, Teachers College, Columbia University, 289 pp.

Kelly, John C.

1970 "A Diachronic Study of Coffee Plantations in the Soconusco District of Chiapas, Mexico," typescript, 100 pp.

"Social Class and the Structure of Domestic Groups," typescript, 50 pp.

1971 "From Peon to Patron: The Process of Agrarian Reform in the Soconusco," typescript, 45 pp.

"The Politics of Land in a Mexican Ejido," typescript, 17 pp.

Sirvent, Maria Teresa

1970 "Statistical Analysis of Indian/Non-Indian Schooling in Sorata Bolivia: 1914-1967," typescript, 40 pp.

1972 "Analysis of Data on Educational Development in Bolivia as a Time-Series-Quasi-Experiment," typescript, 34 pp.

Walker, Malcolm T.

1970 "Power Structure and Patronage in a Community of the Dominican Republic," in Journal of Inter-American Studies and World Affairs, vol. 12, no. 4, pp. 485-504.

(4) - Reports of Center Field Training Teams

Jamaica Field Team
Summer, 1969

Cassell, Joan
1970 "Leadership in a Blue Mountain Village," typescript, 143 pp.

Dreher, Melanie
1970 "The Use of Marihuana in a Small, Jamaican Mountain Community," typescript, 82 pp.

Gilbert, Dorothy Ann
1971 "Black River Hospital as a Social System," typescript, 149 pp.

Rogers, Claudia
1970 "Rastafarianism: A Dream? Reality? Or Both?" typescript, 121 pp.

Tramm, Madeline L. R.
1971 "Occupational Possibilities in Manchioneal," typescript, 82 pp.

Jamaica Field Team
Summer, 1970

Fagan, Mary B.
1973 "The Economics of Church Separatism in a Sugar Municipality, Jamaica, W. I.," typescript, 63 pp.

Gronseth, Evangeline
1971 "Education and the Articulation of Social Institutions in Hillside," typescript, 212 pp.

"A Survey of Aspirations Among Elementary School Students in the Jamaican Hill Country," typescript, 33 pp.

Levin, Victor
1971 "Social Change and Industrialization in a Jamaican Town," typescript, 51 pp.

"Political Activity in a Small, Jamaican Town," typescript, 28 pp.

"Trade Unionism in Black River," typescript, 34 pp.

McDonough, Ronald E.
1971 "On the Beach: A Reconsideration of the Anthropology of Fishing in Southwestern Jamaica," typescript, 60 pp.

Peet, Creighton
1971 "East Indians in a Jamaican Community: A Study in Assimilation," typescript, 68 pp.

CENTER FOR EDUCATION IN INDUSTRIAL NATIONS

Reported by
George Z. F. Bereday, Director

The Center continued to operate on a limited budget, but the scope of its activities was maintained at the level of the previous year. Dr. Jose Benavent of the University of Valencia, Spain was in residence for the year as Research Associate. Mr. Andrew Horowitz and Ms. Renata Funk served as research assistants during the academic year. Miss Pierrina Andritsi, thanks to a study grant made to Professor Bereday by The Ford Foundation, assumed this post during the summer.

Professor George Bereday has been elected to the High Academic Council at the National University of Zaire (Congo), since 1971. During the summer of 1971 he was Professor of Comparative Sociology and Education at the University of Hawaii. In January 14, 1972 he served as consultant for the UNESCO Institute on Education in Hamburg, Germany and delivered lectures at the University of Edinburgh, Bochum, and at the International Conference in Jutland. At the same time he also visited Canada where he lectured at McGill and Queens University in Ontario. In February, 1972 he travelled to Samoa to lecture at the Samoa Teachers Institute. He delivered a lecture on the occasion of the Gulbenkian Conference in Lisbon, Portugal, on Education, in May 1972. He also served as consultant to the Ministry of Education in the same country. In the summer of 1972 he was a Visiting Professor of Comparative Education at Harvard University. At the end of August 1972 he gave a series of lectures at the Silver Jubilee of the Uganda Education Association in Kampala. He also visited Ethiopia, Kenya, Greece, and France. From September 1972 he was invited to membership in the East Central Europe Institute and East Asian Institute at Columbia University.

Professor Bereday's more detailed roster of activities during the period under review included:

July & August, 1971	Professor of Comparative Sociology and Education, University of Hawaii
July 13, 1971	Panel, Joint Committee on U.S.-Japan Cultural and Educational Cooperation, East-West Center, University of Hawaii
October 18, 1971	National Academy for School Executives, New York City
October 31, 1971	Knights of Columbus, Utica, New York
November 17, 1971	Great Neck South Junior High School, Great Neck, N.Y.

November 24, 1971	Annual Teachers Institute, Chambersburg Public Schools, Chambersburg, Pennsylvania
December 3, 1971	Cleveland Conference, Chicago
December 15, 16, 1971	Rockland County Community College, Scholar in Residence, New York
January 12, 1972	Department of Adult Education, University of Edinburgh
January 13, 1972	Department of Education, University of Bochum
January 14, 1972	Consultant, UNESCO Institute, Hamburg, Germany
January 17, 1972	International Expert Meeting on Comparative Adult Education, Jutland, Denmark
January 19, 1972	Department of Education, McGill University
January 20, 21, 1972	Faculty of Education, Queens University, Ontario
February 16, 1972	Consultation, Department of Educational Foundations, College of Education, University of Hawaii
February 18, 1972	Professional Day Program, Department of Education, Government of Samoa
March 19, 20, 1972	Comparative and International Education Society, Boston
March 27, 1972	National Academy for School Executives, San Francisco
March 30, 1972	Consultation, Department of Educational Foundations, College of Education, University of Hawaii
April 24, 1972	Great Neck High School North and Great Neck High School South, New York
May 13, 14, 1972	Conference on Psycholinguistics, University of Illinois, Champaign, Illinois
May 14, 1972	School of Education, University of Illinois
May 20-25, 1972	Gulbenkian Conference on Education, Lisbon, Portugal
June 6-28, 1972	Conference with President Cleveland, University of Hawaii, Honolulu
July & August, 1972	Professor of Comparative Education, Harvard University
August 7, 1972	MAT Program, Graduate School of Education, Harvard University
August 27-28, 1972	Uganda Education Association, Makerere University, Kampala, Uganda

Professor Harold Noah received a Ford Foundation grant for his project entitled "Metropolitanism and Education." He was also invited to be guest professor at University of Bielefeld, Germany, for Autumn Semester 1972-1973, which he had to decline. For the year 1972-1973 he was elected Vice President and President Elect of the Comparative and International Education Society. Professor Noah has been on Sabbatical leave for the second half of the 1972 academic year. He served as a consultant for the UNESCO Institute for Education, Hamburg, Germany and was also a member of the Long-Range Planning Committee there. He was also consultant to the Contemporary Index of Journals in Education (CIJE) CCM Corporation, New York; consultant to OECD, Paris; Educational Policy-Making in Germany; and member of Committee on Economics and Finance of Education of the National Academy of Education. His other professional activities included: Acting Chairman, Department of Philosophy and the Social Sciences; Acting Division Director, Division I; and Acting Director, Institute of Philosophy and Politics of Education at Teachers College, Columbia University. He was also coeditor of the magazine Soviet Education.

Professor Herbert Passin engaged in the following activities:

January 11-14, 1972	Venice. "The World Corporate Environment 1975-85." Lecture: "The Far East."
February 5, 1972	Japan Society Conference on "U.S.-Japanese Relations." Discussant.
March 2, 1972	University of Pittsburgh. Lecture: "Changes in Japanese and American Images of Each Other."
March 22, 1972	Washington, D.C. Brookings Institution Meeting on "Future of Japanese-American Relations."
April 1-8, 1972	Tokyo. Fourth U.S.-Japanese Parliamentary Exchange Conference.
April 13-14, 1972	Washington, D.C. Conference on "Energy, Resources, and the Environment" sponsored by the Mitre Corporation.
April 24-30, 1972	Kyoto. Hudson Institute Conference on "Japan and the World Corporate Environment." Lecture on Education.
June 8-11, 1972	Shimoda, Japan. Japanese-American Assembly. Panel chairman.

July 9-12, 1972	Kyoto. Mitre Corporation and Institute of Energy Economics (Japan): "Conference on Energy, Resources, and the Environment."
Sept. 28-Oct. 1, 1972	Aspen, Colorado. Hudson Institute Conference on Phase III of the "World Corporate Environment Study."
November 17-19, 1972	Montego Bay, Jamaica. U.S.-Japan Parliamentary Exchange Program: Research Conference on the Japanese Diet.

Donald E. Super, Professor of Psychology and Education, Chairman of the Department of Psychology, and Director of the Division of Psychology and Education, served again during 1971-1972 as Vice-President of the International Association for Educational and Vocational Guidance and as American National Correspondent. He recruited more than 300 new members in the U.S.A. He served also as American Treasurer and one of the three American members of the Board of Directors of International Association for Applied Psychology, and participated in the advance planning of the International Congress of Applied Psychology to take place in Montreal in August, 1974.

As senior author of the Career Development Inventory (a measure of vocational maturity in adolescence), he organized a team for a cross-national study. Participants are leading vocational psychologists in the Netherlands, Switzerland, Spain, Portugal, Poland, Czechoslovakia, Brazil, Canada (Quebec), and Japan. French and Portuguese versions are now ready for preliminary trial.

Professor Super's Work Values Inventory has now been adopted for use in French Canada and Spain, Teachers College dissertations having been completed with it in those countries; the latter studies have made important cross-national comparisons.

La Psychologie des Interests, written by Professor Super and published by the Presses Universitaires de France in 1964 and subsequently translated and published in Italy and Argentina, has now been translated into Polish for publication in Warsaw.

A major recent article in the Bulletin of the Institut National d'Orientation Professionnelle (Paris), written by Professor J. B. Dupont of the University of Lausanne, dealt with Professor Super's contribution to career development theory and to vocational psychology.

Ms. Beatrice Beach continues to serve as coeditor of Soviet Education; for the summer of 1972 she was appointed as Assistant Professor of Education at the University of Missouri in Kansas City.

John Van de Graaf continues to work on his doctoral research in the area of German higher education. The expected completion date for his doctorate is January 1973.

George Bellack continues his doctoral research on Spanish school reforms.

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The publications of the members of the Center included:

George Bereday, "Higher Education in Comparative Perspective," in The Annals of the Academy of Political and Social Science, vol. 404, November 1972, pp. 21-30.

_____, with Henry Rosenbluth and Annabelle R. Scoon, "The Residential School as an Agent of Integration" in NASSP Bulletin, vol. 56, no. 367, November 1972, pp. 61-74.

_____, "Post Compulsory Not Post Secondary: A New Look at Upper Curriculum Patterns" in Abstracts in International Education, Bowling Green, Ohio, no. 3, Winter/Spring, 1972, pp. 1-4.

Harold J. Noah, "Economics Aspects of theCurriculum" (co-author), Teachers College Record, December 1971.

_____, "Zum Begriff des erziehungswissenchaftlichen Vergleichs" (The Concept of Comparison in Education). Bildung und Erziehung, 1971, pp. 503-509.

_____, "Education Needs Rational Decision-Making," reprinted in Emerging Patterns of Administrative Accountability, Lesley L. Browder (ed.), Berkeley: McCutchan, 1971, pp. 197-212

_____, Editor (with Beatrice Beach), Soviet Education.

_____, "Scientific Method and Comparative Education," reprinted in K. I. Gezi (ed.), Education in Comparative and International Perspectives, Holt, Rinehart and Winston, New York, 1971, pp. 78-86.

_____, Examiners Report on Education in Germany, OECD, Paris, forthcoming.

Herbert Passin, "Japan " in James A. Perkins (ed.), Barbara B. Israel (associate ed.): Higher Education: From Autonomy to Systems, New York: International Council for Educational Development.

_____, "Japanese Politics and Foreign Relations" in J. A. A. Stockwin (ed.), Japan and Australia in the Seventies, Sydney: Angus & Robertson.

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INSTRUCTIONAL MATERIALS FOR POPULATION STUDY

1970 - 1972

Reported by Sloan R. Wayland, Director

Since the Biennial Report 1969-1971 of International Studies at Teachers College included only the 1969-1970 phase of the population project this report is designed to cover the period from July, 1970 through August 1972. During this period Population Education has moved ahead rapidly as an area of curriculum change in many parts of the world. This project has played a key role in this development. The initial efforts for this field began with this Project in 1964.

During the period covered by this report, activities have included: consultation with national education leaders on program development, participation in a number of national and regional conferences, preparation of a series of papers dealing with various aspects of population education, and training of professional personnel in this field.

In this two-year period, consultation has been held with national education leaders of the following countries: Ceylon, Chile, India, Indonesia, Iran, Malaysia, Philippines, Thailand, Turkey, South Korea, and the United Arab Republic. Most of the consultations have taken place in the countries named, and occurred either in connection with a conference or at the invitation of education officers.

Formal presentations have been made at the following conferences:

1. National Seminar on Population Education, Santiago, Chile, September, 1970
2. South East Asia and Oceania Regional Conference, IPPF, Baguio City, Philippines, March, 1971

3. Population Education Conference for Deans of Schools of Education, Carolina Population Center, University of North Carolina, Chapel Hill, North Carolina, May, 1971

4. Conference of AID Officers in Population and Education, Washington, D.C., September, 1971

5. National Seminar on Population Education, Pattaya, Thailand, October, 1971

6. National Conference on Population Education--Problems of Implementation, New Delhi, India, October, 1971

7. National Conference on Population Education, sponsored by the Population Reference Bureau, Washington, D.C., November, 1971

8. Population Association of America Annual Meeting, Toronto, Canada, April, 1972

9. Consultative Group Meeting on the Population Education Source Book for Asia sponsored by Regional Office of Unesco, Bangkok, May-June, 1972

10. Workshop for Population Education Program Specialists, sponsored by East-West Center, Honolulu, for Thailand, The Philippines, Malaysia, and Indonesia, August, 1972

In addition to these formal meetings, consultations have been held with officers of several international agencies working in population education including, Unesco, (Paris) United Nations Fund for Population Activities, AID Washington, World Bank, International Planned Parenthood Federation, World Education, The Population Reference Bureau, The Ford Foundation, and The Population Council.

During this period of time the following papers have been prepared:

Sloan Wayland, "Issues and Problems in Introducing Population Education"

_____, "Integration of Population and Family Planning Education into Curricula of Grade Schools, Secondary Schools, Medical Schools, and Universities"

_____, "The Development of a Population Education Program in Thailand"

_____, "Population Education in Perspective" Proceedings, National Conference on Population Education--Problems of Implementation, National Council for Educational Research and Training, New Delhi, October, 1971

_____, "The Time Horizon Problem in Population Education"

_____, "The Demographer's Stake in Population Education"

_____, "Population Education in the Context of National Family Planning Programs"

_____, "Bases for Determining the Content of Population Education"

Stephen Viederman and
_____, "In-School Population Education"

Professional training programs have increased during this period. Staff members of Regional Training Centers in India were given a three-week training program in the spring of 1971, and students from India and the Philippines with a special interest in population education have been engaged in studies at Teachers College. In addition, American students in the Department of Health Education, Nursing Education, Science Education, Teaching of Social Studies, Educational Administration, and Philosophy and the Social Sciences are pursuing advanced degrees in which population education is a significant part of their programs. Five doctoral dissertations are underway which deal with problems of population and family planning education.

During this period, the Director of the project has been involved in the preparation of a basic reference book on the development of national population education programs. This book will be completed in the winter of 1972-1973 and will be published by The Population Council.

MAURITIUS PROJECT ON SCHIZOPHRENIA

Reported by
Brian Sutton-Smith

The World Health Organization, the Danish Government, and the British Medical Research Council have initiated a pioneer project on the prognosis and remediation of schizophrenia. The study and the therapy is to be carried out on the Island of Mauritius beginning in 1972. It will be conducted by Dr. Sarnoff Mednick, Director of the Danish "Psychologisk Institut;" Dr. Peter Nenables of England; Dr. Fini Schulsinger, Medical Faculty of the University of Copenhagen; Dr. Abdul C. Raman, Brown-Sequard Hospital, Mauritius; and Dr. Bebejaun, Chief Pediatrician, Mauritius. It has the support of the Mauritian Government.

Two thousand three-year-old children will be tested for autonomic nervous system functions, involving orientation reflexes and habituation and auditory conditioning which have been shown in previous studies to be prognostic of schizophrenic breakdown. High risk groups will be selected for subsequent preventitive therapy in several nursery schools on Mauritius. The study will be the first attempt of its kind to co-ordinate early diagnosis and treatment.

Professor Brian Sutton-Smith of Teachers College was invited to join the group in order to establish and oversee the measures of social and cognitive maturity which can be assessed at the same time as the

children are brought in for the physiological examinations. There is evidence that some of these measures are also prognostic. They may provide important clues for the preventitive procedures.

* * * * *

I visited Mauritius from July 29th to August 12th, 1972. Athene Chiriaca, an M. A. student in developmental psychology stayed behind to continue with the testing program throughout the rest of the year. She was financed by the National Association for Mental Health. I was supported by the Ford Foundation International Study Program at Teachers College.

When we arrived the project was underway with pilot testing of skin conductance and electroencephalographic responses. The house used for this purpose was provided by the Danish Government; the transport of children and parents by the Mauritian Health Department; the research foci provided independently by each research worker from his own grant resources as above.

It was clear from the start that the very compliant and passive Mauritian parents and children were in no condition for psychological testing. By isolating foreigners from their sight and using Mauritian helpers, we were able to get them through the skin conductance phase without breakdown. They were tested sitting on their mother's lap. Electroencephalographic recordings were more recalcitrant; most children being too upset to be easily tested.

The initial intelligence testing adapted from work with Puerto Ricans in New York proved unsuccessful in most cases, though the testing was done by a Mauritian aid. We visited parent homes on sugar plantations and in villages and isolated country areas (though this is a mass rural society) in order to discover normal ways of socialization and expectations for three-year-olds on Mauritius. A number of useful changes were immediately adopted. As children on Mauritius are seldom asked questions (which is what intelligence tests always do), we drastically reduced the questions asked and increased the proportions of directions given. The directional questions were scaled for increasing complexity. There was an immediate and gratifying increase in responses. Other modifications included the use of marbles for counting (instead of blocks), sugar cane for comparative judgments of height and length, local rocks for judgments of mass, local tea sets for use in directions (toys), pictures of Mauritian children for naming and identification.

All of these changes contributed to a higher proportion of text-worthy children (about two-thirds). We are still experimenting with items in the hope to get a set of procedures which all normal children will respond to.

In addition, of course, we included visits to the room with mother, prior to testing, later presence of the mother, in attempts to overcome shyness and unwillingness to respond. Translations into Creole, independently translated back into English were satisfactory.

We decided early to focus more attention on the children's behavioral reactions to stress, clinging, crying, immobility, hyperactivity because of the potential prognostic value for later discrimination between high risk and control children. So, in effect, the psychological testing now involves two batteries of tests, one of behavior during the three hours at the clinic, and one of responses to the "intelligence" test. At my departure we had both arrived at a fairly reasonable standard set of intelligence questions, and allowed leeway for the exploration of new and potentially more relevant items.

Testing is currently proceeding at the rate of ten children a day, in the hope to test the entire three-year-old population in the districts of Vacois and Quatre Bourne. There is every evidence that skin conductance detection of high risk schizophrenia is proceeding adequately, and that we will discover many other useful correlates (for later analysis of breakdown potentiality) from our psychological studies.

A year from now, the Danish Government will convert the lab into a kindergarten and remedial programs will be begun with an experimental high risk group; and each will be compared with two comparable no treatment groups in the decades ahead.

It is hoped to acquire further research assistance for an intensive study of the treatment groups in subsequent years using video tape observations of activity in the kindergarten, as well as ethnographic studies of the children in their home circumstances. This study presents the potentiality of both understanding and controlling mental breakdown to a degree not hitherto available. It will be furthermore a model for preventitive treatment in a variety of early and usually crippling disorders (brain damage, mental deficiency, etc.).

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International Studies at Teachers College, Columbia University 1971 - 1972

Office of

International Programs and Services

III. OFFICE OF INTERNATIONAL PROGRAMS AND SERVICES

Reported by
Francis Shoemaker, Director

As I prepare this annual report for 1971-72, I am mindful of its being a terminal report for me as I go on leave -- and for the Office of International Programs and Services also, as its two titular foci find new homes -- the matchless "service" of our Foreign Student Adviser, Miss Gladys Semeryan, being realigned with Student Affairs of the College, and "programs" for distinguished visitors coming under the sage guidance of Mr. Carl Graham, Director of Overseas Projects, and counselling with U.S. Fulbright applicants and scholars moving under the purview of Associate Dean R. Freeman Butts. The report then, in airport metaphor, is simultaneously a landing strip for the year and a runway for take-off into 1972-73.

Foreign Student Services

Let me note first the contributions during the year of Miss Gladys Semeryan. Foreign student enrollment for the Autumn semester was 355, for Spring 343. These figures represent (for the academic year) a few more than 400 individual students from 73 countries, approximately two-thirds of whom were women. Nine of the 73 countries were represented by 10 or more students: Canada, 41; Republic of China, 13; Hong Kong, 10; Indonesia, 21; Jamaica, 10; Pakistan, 15; Philippines, 41; Spain, 11. Foreign students registered as majors in 23 Teachers College departments. Psychology drew the dominant number, about twenty percent, with Languages, Literature, Speech, and Theatre; Nursing Education; and Philosophy and the Social Sciences following closely in that order.

I mention these figures only to suggest the diverse cultural backgrounds, the varied academic interests and observable personal characteristics that Miss Semeryan has kept in mind in initial consultations and in referring students to major professors for registration. They are also indicative of counselling problems of students concerned with extensions of visa for continuing study, and all the related problems of financial aid, medical referrals, and the like -- any of which may loom so large in the life of the foreign student that he loses focus on his studies. Of course, one of the riches which many foreign students find in Teachers College is the personal interest which their major professors and others take in them. And they recognize that they receive the same personal concern from Miss Ruth Jache at the time of their admission and from Miss Semeryan throughout their period of study.

TCCU/USAID Participants

With the limitation of the Afghanistan project to technical assistance in Curriculum Development and Textbook Preparation, the number of AID participants dropped sharply to ten. (See p.63.) For this first year of the Nigeria project, only one participant was enrolled.

The concentration of preparation of textbook authors for Afghanistan brought three major issues to the fore: 1) the appropriateness of establishing non-degree programs in text writing rather than providing for earned degrees; 2) the level of English language competence required by AID for selection for participant training; and 3) the related question of the appropriateness of Teachers College as training site.

The latter two issues come to focus in the fact that AID's requirement for fluency equates with a TOEFL score of 457 (described as barely

cont'd to p. 64

PARTICIPANTS UNDER TCCU/AID CONTRACTS, SEPTEMBER 1, 1971 - AUGUST 31, 1972

Name	Institution Attended	Major Field	Degree	Arrival	Departure
		AFGHANISTAN			
Abdul Ahmad Amouzgar	TCCU New York	Teacher Ed. and Health Ed.	M.A.	9/8/71	
Sayed Kamal Bakhtari	State U.N.Y. Fredonia	Elem. Science Education	M.A.	1/11/70	2/5/72
Ghulam Ahmad Eqbal	Ball State U. Muncie, Indiana	Elem. Social Studies	M.A.	3/3/71	12/2/82
Abdul Aziz Hamid	TCCU New York	Curr. and Teaching	Ed.D.	6/30/72	
Abdul Shukoor Hamidi	Ball State U. Muncie, Indiana	Science Education	M.A.	8/18/71	
Mohammad Ismail Isaqi	State U.N.Y. Fredonia	Physics	M.A.	8/19/69	5/27/72
Abdul Aziz Khairkhah	U. of Georgia Athens, Georgia	Agriculture	M.A.	2/18/71	6/17/72
Mohammad Azam Obydi	TCCU New York	Research		9/8/71	8/17/72
Rahila Wasy Roshna	TCCU New York	Curr. and Teaching	M.A.	6/16/72	
Habiba Saidzada	Ball State U. Muncie, Indiana	Health Education	M.A.	5/21/70	6/17/72
		NIGERIA			
Sylvester Adesegun Adesina	TCCU New York	Educational Administration	Ed.D.	9/9/71	

adequate for study in the medium of English) and TC's experience-tested score for graduate admission with reasonable prognosis of successful completion of degree is 600. Our solution in OIPS for this discrepancy had for several years (since the problem existed prior to the textbook project) been to negotiate admissions for Afghans to universities and colleges with less stringent entrance and less rigorous academic requirements, but which nevertheless afforded opportunities for further ESL training. We have been aware, of course, that Afghans were not coming under the unique influence of Teachers College faculty; but we have been mindful also that completion of a degree here had for many students virtually meant a double standard for grading. Teachers College faculty and Afghan officials in the Ministry and the University had all deplored this in my conferences with them in the mid-60s.

It has seemed to us in OIPS that special, shorter term non-degree programs would meet training needs in Kabul. But the level of English fluency required for such programs would in no way be lower than that for degree candidates.

With the Afghanistan Team under extreme pressure to nominate participants and to designate Teachers College as training site, Miss Semeryan and Mr. Graham on February 23rd undertook discussions with AID personnel in Washington to see what time could be budgeted to intensive state-side ESL training before any academic work were undertaken. Establishing face-to-face relations with AID correspondents was a major value for the meeting; but beyond continuation of the brief ESL course for new arrivals at Georgetown University, there was little change effected in the TC-AID procedures.

Sequel to the Washington meeting came with Miss Semeryan's participa-

tion in the NAFSA convention in Atlanta, May 2-5. As a member of the Execution Committee of NAFSA's Council of Directors of Offices of Foreign Student Affairs, she presented a paper on relations between universities and AID's Participant Training Branch, with particular-reference to maintenance of university autonomy within contract provisions. There were two notable results from her presentation, one from AID, the other from teachers of ESL across the country.

1) Senior officials from AID, not junior correspondents, sought out Miss Semeryan for successive conferences during the Atlanta meeting. Mr. William Elsen of Policy, Planning, and Evaluation Staff, was direct in his approval of Miss Semeryan's position; he was equally direct in repudiating the critical stance assumed by AID/Washington and the Training Officer in AID/Kabul. The explicit result has been the institution of a specially organized five-week ESL training program in Kabul to prepare potential participants for entering the USIS intensive training sessions there. In addition it was agreed that where proficiency scores were not adequate for profitable graduate study, a full semester of intensive language instruction could be undertaken in the American Language Program at Columbia University (or elsewhere) prior to registration in any academic classes.

2) The response of U.S. teachers of ESL to Miss Semeryan's proposal for higher pre-departure ALIGU scores (and hence comparable TOEFL level scores) for participants was surprising. They rejected it out of hand, since it would have reduced the number of students requiring their instruction. As a matter of fact, this group of "professionals", curiously, advocated lowering the TOEFL threshold.

Special-program students and scholars

Dr. Ernst Peutl, Austrian Ministry of Education, was in residence as Visiting Scholar for the academic year. As one of five Ministry appointees (one each to Russia, England, France, Italy, and the United States) charged with studying trends in national educational systems, he will return to Vienna in July to participate in a commission on the restructuring of Austrian education.

Seven other persons interested in special courses and the use of library facilities registered for 56 tuition points under TI 0001, Guided Study and Course Visits. Worthy of note in this group is Mrs. Constance Thetele from Johannesburg, South Africa. Following a National Council of Churches conference to which she had been a delegate, Mrs. Thetele came to OIPS to see what opportunity there might be here for her to study the teaching of English. Her Bantu background had not provided her with a B.A., though it had afforded her an impeccable Oxbridge diction and a maturity and grace that readily distinguished her as a leader in her academic and social community. We discussed a pattern of courses she could visit under TI 0001. With this in hand, she obtained substantial financial support from the South Carolina Education Association, the Georgia Teachers and Education Association, and a private donor who contributed through the Teachers College Development Office. Beyond these cash resources, UNESCO provided full tuition and textbook allowance. During the academic year Mrs. Thetele not only attended courses equalling 24 tuition points, but by virtue of her dedication and ability had "tried" examinations and assigned papers and been "graded" as B+ or A by each professor.

Because her work had been so excellent, Miss Ruth Jache and Dr. Roland

Rinsland equated it as B.A. equivalence. Mrs. Thetele returned to South Africa as a qualified candidate for the M.A. degree at Teachers College.

A second instance of a casual visitor's staying on at Teachers College comes also from an authoritarian culture. Miss Julietta Rodrigues of Portugal was referred to us by IIE, which oversees Gulbenkian Foundation travel grantees. Miss Rodrigues was impressed with TC's openness and apparent interest in individuals. She visited two classes, returned to arrange for TI 0001 attendance at four classes, and before Thanksgiving, with enthusiastic support from Professor Bereday, had requested back-dated admission to the College as Masters degree candidate in Philosophy and the Social Sciences. She received her degree in June with a distinguished grade record. I am reasonably sure that she will return in a year or two as a singularly promising doctor candidate.

"Who knows on what far shore the last wave breaks."
Stephen Vincent Benet

Fulbright-Hays Scholars and Scholarships

During the year Teachers College received four Fulbright scholars from abroad: Mr. John Ssekamwa, Uganda, Mr. Paul Weber Bustamente from Chile; Miss Cecelia Laura Ramirez from Chile; and Mrs. Inez Harding from Chile.

Three Teachers College students applied for Fulbright-Hays Scholarships for 1972-73. Two applicants were awarded grants: Mr. Jerry M. Haar to Brazil, and Mr. Stefan Merken to Japan.

Distinguished Visiting Educators

Benet's terse line is, hopefully, applicable to the 195 visiting educators who came to Teachers College during the year. Our faculty were generous in their devotion of conference time whenever OIPS requested assistance. At the same time, numbers of faculty members acknowledged value from their conferences. And TC students from visitors' home countries expressed appreciation for their chance to talk with leading educators and, in some instances, colleagues.

July	Romeo Gatan	Philippines	ESL
	Ehsau Entezar	Afghanistan	ESL
	Giorgio Spitella	Italy	Educational TV
	Miss Anna Corita Panares	Philippines	ESL
	Van Thai Nguyen	Vietnam	Development Educ.
	Guy-Laurent Houeto	Dahomey	ESL
	Mrs. Rosa de Vicien	Argentina	Educational TV
	Sister M. Kilian Horgan	Ireland	Reading
	Sister M. Columban	Ireland	Early childhood
	Prof. Celenia Vergara	Philippines	Biology
	Yasuo Kawase	Japan	Library resources
August	G. A. S. Gunsekra	Ceylon	Math
	Mrs. Nanda Bandara	Singapore	Science
	Phou Rasphone	Laos	Curriculum
	Frank Dalmas	Malta	Higher Educ. Administration
	Miss Agnes Peterkin	Scotland	Library resources
	Eustache Prudencio	Dahomey	Primary education
September	Jean-Philippe Lecat	France	Overview, American Educ.
	Dr. Goes	Brazil	Educational Research
	Dr. Croes	South Africa	Educational TV
	Aloysius Kgarebe	Botswana	Educational Administration
	Sister Quesubina Silva	Brazil	Teacher Education
October	Kazuo Kojima (plus 12)	Japan	Special Education
	Prof. L. Huber (plus 5)	Germany	Teacher Education
	Jagan Nath Kaul	India	Teacher Education
	Dr. Kiernan Woodman	Ireland	Comparative Education
	Chi-wing Chen	Taiwan	Educational writing
	John Raynor	England	Teacher Education: Urban
	Dr. Alberta Portengen(+12)	Netherlands	American Education System
	Tadashi Toritani	Japan	ESL
	R. N. Rath	India	Sociology
	Archibald Githinji	Kenya	Secondary Education
	Prof. Hajime Kawasaki	Japan	History of American Educ.
November	Mrs. Marjorie Davis	England	ESL
	Walter Njaga	Kenya	Secondary Education
	Trevor Lloyd	Australia	Teacher Education
	Miss Millicent Jackson	Auctralia	Elementary Education
	Mrs. Bilge Olcer	Turkey	Counseling & Guidance
	Michel Kemla Agbetiafa	Togo	Elementary Education
December	Mrs. Augustina Leuchter	Rumania	ESL
	Yehuda Sharlin	Israel	ERIC
February, 1972	Barbara Currie	England	Social Studies
	Tohru Saito	Japan	Language teaching

March	Dr. Walter Braun	Germany	Higher Educ. Administration
	Prof. Pedro Ledezma	Venezuela	Teacher Education
	Miss A. M. Louwers	Belgium	Foreign Languages
	Dr. Theresa Kalathiveetil	India	Social Studies
	Fr. Rudolph Malasmas	Philippines	Elementary Education
	Benoit Aubenas	Belgium	American Educational System
April	Nayef Maalouf	Lebanon	Teacher education
	Urs Rickenbacher (plus 14)	Switzerland	Library resources
	Sutrisno Hadi	Indonesia	Student records
	Dr. Jean Barry	Thailand	Teacher Education
	Ahmed El-Nadeef	Sudan	Student services
	Francisco Schuch	Brazil	Education Administration
May	K. Sanchataburil	Thailand	Educational Research
	Claude Gambiez	France	Educational Planning
	Mrs. Urganda	Uganda	Counseling & Guidance
	Eliseo Alcasid	Philippines	Teacher Education
	Mallam y. Hamzo (plus 5)	Nigeria	Curriculum & Textbook Development
	J. P. de Lange	South Africa	Teacher Education
	Andre du Plessis	South Africa	Educational Planning
	Miss Nilda Ormaechea	Argentina	Educational Administration
June	G. J. Jordaan	South Africa	Teacher Education
	Group of 20 educators	Japan	Special Education, Secondary Education
	Tony Bailey	Sussex	Management/Administration of Education
	Bjorn Thalein	Sweden	Methodology in American Education
	Haile-Gabriel Dagne	Ethiopia	Educational Research
July	Chew Tow Yow	Malaysia	Curriculum Development
	Miss Arfah A. Aziz		" "
	Chang Kwai		" "
	John Tonge	Australia	Teacher Education
	Mrs. Rachel Cohen	France	Teacher Training
	Trivedi Harbhai	India	Educational Planning
	Dr. Erwin Helms	Germany	Educational Research
	Miss Hatsuko Murakami	Japan	Educational Research
	Toshiaki Ito	Japan	American Education System
	Elsa Maria REYES Torres	Ecuador	Teacher Education
	Humberto LUXURIAGA Vasconez	Ecuador	Teacher Education
August	Kyuichiro Mizuno	Japan	Music Educational Planning
	Edouard Yedieti Coulibaly	Ivory Coast	Research

An Academic Dimension

Part of the early planning for OIPS included the hope that it could point up ways through which American teachers could help American boys and girls develop viable world regional and international perspectives. Alas that only this year have we been able to make even the most modest beginnings. One such start, hopefully, was made in a four day seminar on Printed Materials for Children, part of the annual convention of the Association for Childhood Education International. A similar kind of input was made for graduate student interns in our new Center for the Arts in Education, with a film viewing and evaluation project with Agnes Russell pupils. Twenty-three children's feature films from ten countries, including the United States, were examined, among other things, for values revealing of culture patterns.

* * *

Addendum by R. Freeman Butts

When Professor Francis Shoemaker wrote his final report in June 1972 (characteristically on time) he could not know how much more his and my hopes for what we originally called "world affairs education" were about to be realized in the form of the new Center for International Education. Indeed, the familial resemblance between our plans for the Office of International Programs and Services back in 1964 and the new Center in 1972 will be fairly obvious to the historian of such matters. Shall we say that we were thinking ahead of the times.

With Prof. Shoemaker's decision to go on leave, it was decided to reorganize our international affairs to fit the new circumstances and to fill the gap left by his departure. The office of foreign student adviser will be more closely associated with the work that goes on under the supervision of Professor Sloan Wayland, Associate Dean for Student Affairs, himself long and well experienced in international studies as these annual reports testify. The distinguished visitors program which Prof. Shoemaker handled so superbly is being allied with the work of the Office of Overseas Projects under Carl L. Graham's supervision. As the two offices merge, the name has been changed once more, this time to the Office of International Services.

As I welcomed Carl Graham back to the College from Uganda, he became once again a mainstay of the administration of international studies. As I thank Francis Shoemaker once again, I can do no better than to recall his more than a decade of selfless service to the cause of international studies at Teachers College. He served with our first technical assistance team in India from 1960 until 1962, whereupon he willingly agreed to act as campus coordinator for our burgeoning projects in Afghanistan, India, and Peru. And he served, again willingly, as director of the Office of International Programs and Services from 1964 to 1972. I cannot improve upon the award made to him by the Institute of International Education in recognition of "outstanding contribution to the development of international understanding through creative and practical support of educational and cultural exchange programs." What this does not express adequately is the humane and humanistic quality of his professional and personal relationships which show through all that he did for others - which was all the time.

Ave, Franciscus, sed non vale.

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International Studies at Teachers College, Columbia University 1971 - 1972

Office of Overseas Projects *

*Office of International Services effective July 1, 1972

OFFICE OF OVERSEAS PROJECTS*

Reported by
Carl L. Graham, Director

A YEAR OF TRANSITION

During 1971-72 many changes occurred in the Office of Overseas Projects -- its activities, its staff, and even its title and physical location within the College.

Activities

The Curriculum and Textbook Project in Afghanistan developed great momentum, achieving a 100% staff complement as of February, 1972. A ten-year relationship in East Africa ended on December 31, 1971 with the termination of the Teacher Education in East Africa Project. (For administrative phase-out only, limited personnel services were authorized in Kampala through February 15, 1972 and on campus through April 30, 1972.) The efforts of Professors Albert S. Thompson and C. Scott Kelly in Lagos during 1970-71 resulted in a five year Institutional Development Agreement between the College of Education, University of Lagos, and Teachers College. This project, scheduled for January 1, 1972 through December 31, 1976, shows promise of mutual benefit to both institutions, although its scope is more modest than was initially anticipated due to budgetary limitations imposed on USAID. Finally, Teachers College was afforded the opportunity to maintain its longstanding relationship with the National Institute of Education Makerere University, Kampala, Uganda as the result of a request for assistance from the Institute Director, Mr. W. Senteza Kajubi. In late 1971, he sought administrative support in a teacher training college staff development program funded by a grant from the Carnegie Corporation of New York.

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* Changed to Office of International Services July 1, 1972.

Staffing Pattern

As of September 1, 1971 the Office of Overseas Project staff included four full-time and three part-time members. On August 31, 1972 the staff consisted of the Director, one half-time administrative associate, and one secretary. While the termination of the TEEA project did reduce much campus administrative responsibility, this was counteracted by new obligations to procure commodities for the Afghanistan and Nigeria projects; the Makerere/Carnegie project; and functions recently taken over from Professor Shoemaker's office.

Carl L. Graham returned from Kampala to assume his former position of Director, succeeding Professor Ralph R. Fields who became Chief of Party in Afghanistan in September, 1971. Because of budgetary limitations it was necessary to reduce Ms. Susanne Nanka-Bruce's appointment to half-time on January 1, 1972. Her loyalty and performance under these circumstances have been superb.

Appreciation must also be expressed to the following whose services were terminated with regret -- all of whom served for more than five years, overseas and on campus: Phyllis Derksen, TEEA tutor in Tanzania, 1964-66, TEEA Administrative Assistant/Research Assistant on campus, 1967-72; Sonia Hylton, TEEA secretary on campus, 1962-67, 1969-72, TEEA Kampala office, 1967-69; Donald Knies, TEEA Administrative Assistant, Kampala, 1963-67, TEEA Campus Coordinator, 1970-71; Mark Rubin, Afghanistan Project Administrative Officer, Kabul, 1965-69, Office of Overseas Project Administrative Associate, 1969-72.

Change to Office of International Services

As indicated elsewhere in this report, as of July 1, 1972, this office assumed the responsibility for receiving distinguished visitors to the College and arranging special programs where appropriate. In view of this change of function and the departure on leave of Professor Shoemaker, the title of Office of Overseas Projects was changed to the Office of International Services.

With the substantial reduction in staff it was evident that O. O. P. /O. I. S. should be relocated in a smaller office space. The Director is gratified at the decision of the Space Committee to make available offices in TC Main Hall which are impressively furnished and centrally located for reception of visitors and for communication with College administrative offices.

STAFF OF OFFICE OF OVERSEAS PROJECTS
September 1, 1971 - August 31, 1972

Ralph R. Fields	Director	Terminated 9/12/71
Carl L. Graham	Director	Appointed 9/16/71
Karl W. Bigelow	Consultant on Afr can Education	
Donald A. Knies	Campus Coordinator, TEEA	Terminated 12/31/71
Mark D. Rubin	Administrative Associate	Terminated 1/31/72
Susanne Nanka-Bruce	Administrative Associate	Changed to half-time effective 1/72
Phyllis Derksen	Research Assistant	Part-time, terminated 2/18/72
Sonia F. Hylton	Secretary, Class IV	Terminated 12/31/71
Mary J. Rowe	Secretary, Class IV	

TEACHER EDUCATION IN AFGHANISTAN

With the termination of the Faculty of Education sub-project on July 1, 1971, the TCCU effort in Afghanistan concentrated entirely on the Curriculum and Textbook Project. As indicated in the Biennial Report for 1969-71, after a series of intensive reviews during that period, USAID proposed an expansion and extension of the Project. During 1971-72, this activity truly moved into "high gear." An excellent TCCU staff functioned in commendable rapport with Afghan counterparts, Ministry of Education officials, and USAID.

Project Staff

When Professor Phil C. Lange reported from Teachers College in February, 1972, to assume duties in teacher training and research, the TCCU team achieved full strength with twelve authorized stateside positions. This complement expanded to fourteen in the summer of 1972 with the addition of Mr. Michael Easterly as Research Assistant and Dr. Donald G. W. Schutte as a second teacher trainer.

Special note should be made of the addition of the research assistant position which enabled the contractor to assign an advanced graduate student from TCCU to do field research deemed vital to the project by the Royal Government of Afghanistan, USAID, and TCCU, and enabling the assistant to utilize his findings as the basis for his dissertation. This position requires special authorization from year to year and does not carry all of the normal allowances for contract staff because the period of service is limited to one year, and the assistant does reap a professional benefit above and beyond his direct service in Afghanistan.

Factors contributing to the professional excellence and spirit of cooperation on the part of the TCCU staff members in Kabul include the degree of prior affiliation with TCCU and other overseas experience. Ten of the fourteen team members have been associated with Teachers College either as employees on campus or in overseas contracts, or as holders of advanced degrees from the College. (In some cases, personnel qualify under all three conditions.) As to prior overseas experience, eleven staff members had earlier assignments in Africa, Asia, or Latin America.

Production Schedule

One of the critical concerns earlier in the project's history was the severe delay in getting textbooks and teachers' guides into print. The first textbooks and guides came off the presses in October, 1971. By mid-June, 1972, a total of thirty-three had been approved for printing and distribution, and this number had increased to forty-six by September, 1972. Nevertheless, constant effort was needed to speed up the process even more, particularly in expediting the procedure of review and approval of textbooks and in identifying more Afghan editors.

In-Service Education and Research

As materials came off the presses, the scheduling of seminars and workshops for the orientation of teachers and supervisors in the utilization of the new textbooks intensified. Due to the numbers of teachers and the variety of materials involved, the magnitude of this exercise is almost staggering. Every effort is being made to identify priority personnel to participate in workshops, to utilize existing channels of communication and to use a wide variety of media of instruction.

The Research Section of the project responded to increasing numbers of requests for assistance in constructing test instruments and conducting evaluations of materials and methods. It is highly positive that more and more such requests are emanating from the Afghan professionals in the field.

Participant Training

By the end of August, 1972, benefits of the participant training phase of the project were being realized in Kabul. Five Afghan staff members returned to their sections in the Curriculum and Textbook Project upon completion of training. Four new participants arrived in U.S.A. and three more were scheduled to begin training in September, 1972.

During the Campus Coordinator's visit to Kabul in March, 1972, conferences with the Training Officer, Mr. Thomas Lerch; the Assistant Education Officer, Mr. W. A. Whitten; and the Chief of Party, Professor Ralph Fields were highly constructive. These meetings plus sessions in Washington, D. C., led to a more complete understanding of the special nature of the participants' academic background and experience, and of the need for specifically tailored programs of English language training, and a greater attention to the potential of non-degree programs at TCCU or elsewhere. Furthermore, there was generated a greater appreciation of the responsibilities for participant programs of various offices of AID/W, USAID, and TCCU.

A Cooperative Climate

The annual review of the project conducted on March 18, 1972, demonstrated the candid, constructive atmosphere that exists among the interested parties in this project. Afghanistan Ministry of Education, USAID, and Contractor Personnel reviewed the performance ratings on factors vital to the Contract. This meeting was most gratifying, not only for the spirit prevailing, but also for the fact that the Project Appraisal Report issued by USAID later was highly laudatory of TCCU efforts, with no negative ratings and several at the superior level. Prime credit for these results must go to Professor R. Ralph Fields as Chief of Party, and to his colleagues on the team. Also, the constant support of USAID and the expanding enthusiasm on the part of officials of Afghanistan are major contributing factors to a thriving technical assistance project.

STAFF OF THE TCCU TEAM IN AFGHANISTAN
September 1, 1971 - August 31, 1972

TCCU Administration

Ralph R. Fields	Chief of Party	Appointed 9/13/71
Cecil E. Spearman	Chief of Party	Terminated 10/4/71
Mildred L. Castro	Administrative Assistant	

Curriculum - Textbook Project

Melva G. Kauffman	Language Arts	Terminated 10/4/71
William C. Sayres	Agriculture & Prac. Arts	Terminated 9/6/71
Glenn A. Gilbert	Mathematics	Terminated 6/9/72
Allan K. Kondo	Science	
C. Eric Pearson	Health	
Alice M. Miel	Social Studies	Appointed 9/12/71
Alex Cutler	Language Arts	Appointed 11/13/71
Merle Akeson	Agriculture & Prac. Arts	
Barry D. Vogeli	Mathematics	Appointed 5/2/72
Robert B. MacMakin	Textbook Production	
Theodore C. Ridout	Second Language Teaching	
Phil C. Lange	Teacher Trainer	Appointed 2/8/72
Paul S. Mayerson	Language Skills	Appointed 11/6/71
Michael Easterly	Research Assistant	Appointed 6/10/72
Donald G. W. Schutte	Teacher Trainer	Appointed 7/5/72

TCCU Local-Hire Staff

Frankie M. Staker	Secretary, American	Terminated 9/30/71
Shirlee H. Taraki	Materials Production Technician, American	Terminated 10/9/72
Ghislaine Lecours	Subject Matter Specialist, Canadian	Terminated 12/15/71
Margery Tegey	Secretary, American	
Sandra C. Saaed	Secretary, American	
Vernita D. Khosti	Secretary, American	
Abdul Rahman	Office Assistant, Afghan	
Amanullah Ahrary	Translator/Editor, Afghan	Terminated 12/15/71

TEACHER EDUCATION IN EAST AFRICA PROJECT (TEEA)

This report of TEEA activities will be quite brief as the project was only four months from termination on September 1, 1971. Activities centered on preparations for the last Universities of Eastern Africa Conference; orderly phaseout of tutors; and accounting for commodities and properties to be turned over to East African Governments. Effective July 1, 1971 USAID project management of TEEA was transferred from the East African Office of Regional Activities in Nairobi (Mr. Thomas McDonough, Manager) to the USAID Mission to Uganda in Kampala (Dr. Samuel Fuhr, Manager).

The Tutor Program

On September 1, 1971, eight tutors remained on duty in East Africa. This was in contrast to a peak number of one hundred in 1968. In recognition of those who closed out the project in mid-December, 1971, a roster of tutors is included at the close of this section along with the roster of headquarters and educator personnel.

A questionnaire was completed annually by tutors in the field, including a final one in mid-1971. An analysis of the questionnaire reveals the following items most frequently mentioned by tutors as their major contributions to their colleges and students:

1. Emphasis on the worth of the individual.

2. Periodic evaluation of student performance rather than by terminal examination only.

3. Demonstration of personal adherence to punctuality, keeping commitments, and thorough preparation in professional activities.

4. Constant stress on learning through discovery, inquiry, and discussion rather than lecture and memorization techniques.

5. Viewing teaching practice observation as a mutual learning experience for the tutor and student teacher -- one of supervisory assistance, not mere inspection.

Similarly, when asked to list their personal priorities in any future program of assistance to teacher education in East Africa, the most frequent responses to this open-ended question were:

1. Selection and preparation of personnel in administration.
2. Inclusion of practical agriculture in the T. T. C. curriculum.
3. Development of community education and encouragement of community involvement in teacher training colleges.
4. Utilization of a counterpart program in the training of tutors.
5. Expansion of upgrading programs for tutors.

The Educator Program

Only two institute staff members remained on duty from September through mid-December, 1971, Mr. Barry Vogeli, Mathematics Specialist in the Kenya Institute of Education, Nairobi, and Mr. Neil Albright, Mathematics Specialist in the National Institute of Education, Makerere University, Kampala, Uganda.

In Kenya, Mr. Vogeli witnessed a high point in the activities of the Mathematics Section when the Kenya Primary Mathematics Series was utilized in Standard I of all schools throughout Kenya. He deserves great praise for his efforts in the face of decreasing local staff and rapidly increasing numbers of pupils and teachers utilizing the mathematics materials.

In Uganda, Mr. Albright combined writing activities with coordination of country-wide courses for Primary 6 teachers in utilization of the new mathematics series. He also wrote exam papers for teacher training college finalists in his subject and served on moderating teams for the examinations. Of particular importance was his effort to identify current and potential prospects as mathematics tutors.

Upon termination of his TEEA contract, Mr. Albright consented to the Institute Director's request (Mr. W. Senteza Kajubi) that he stay on under local auspices for an additional year to assist in an expanded in-service program for training college tutors.

1971 Universities of Eastern Africa Conference

This final conference, tenth in a series which began at Princeton, New Jersey, in 1960, convened at the new Kenya Education Center on the University of Nairobi campus, October 4-6, 1971. A record breaking number of delegates and observers from ten nations and seven donor agencies participated in sessions on the theme of "The Role of Teacher Education in Promoting Rural Transformation."

Beginning in 1963 these annual conferences were held under the auspices of the Universities of Eastern Africa, funded by USAID, and with organizational assistance from the headquarters staff of TEA/TEEA in Kampala. With the termination of TEEA at the close of 1971, funding for any future conferences must come from other sources. However, the sentiments expressed at the conclusion of the 1971 conference indicated a determination on the part of Eastern African educators to continue these annual meetings. Copies of the Report of the 1971 UEA Conference are available from the National Institute of Education, Makerere University, Kampala, P. O. Box 7062, Kampala, Uganda.

The Final Salute

The TEEA Project and its predecessor, Teachers for East Africa, spanned the decade of 1961-71 and involved more than six hundred instructors teaching many, many thousands of secondary school students and prospective teachers. Recognition is deserved for all those who served on the projects in East Africa. Among the last to depart was Dr. Carl J. Manone, Chief of Party from August, 1966 to December 1971. He will long be remembered for his constant enthusiasm for the project and his persistent efforts to improve the terms and conditions of service for TEEA personnel.

Particular note should be made of the keen insight and judgment demonstrated by those who conceived and planned both projects. There were pioneering elements in TEEA/TEA which eventually became models for technical assistance. From the beginning joint consultation and planning included local government officials, USAID missions, and TCCU. The Project was regionally organized throughout its history. Also, the original conception was that of a multi-lateral exercise, involving British and American cooperation. However, perhaps the most significant factor was the commitment of each local government to provide the base salary for each teacher or tutor. Furthermore, they were literally employees of these governments. Such policies contributed to a sense of participation, of proprietorship, rather than the more common attitudes associated with a donor-recipient relationship.

American policy makers obviously must make some difficult decisions in setting priorities for assistance to various sectors of developing countries. It is evident that teacher education does not presently rate very serious consideration. However, those closely associated with TEEA will always maintain that the less than twelve million dollars committed by the American Government during the ten year period was a modest investment compared to the dividends in human resource development and international goodwill.

Those committed to the goals of teacher education earnestly hope that opportunities may soon be available to lend assistance in areas identified by former tutors -- programs in agriculture, community involvement, organization and administration of educational systems, and new approaches to preparing teachers of teachers for Eastern Africa.

TEEA TUTOR ROSTER
September 1, 1971 - December 31, 1971

College	Tutor	Departure Date
KENYA		
Kenyatta College P. O. Box 3844 Nairobi, Kenya	Ramon Stade	9/1/71
Machakos Teachers' College P. O. Box 124 Machakos, Kenya	Helen Wallingford (Mrs.)	12/15/71
UGANDA		
Buloba Language Unit P. O. Box 5256 Kampala, Uganda	Paul Mayerson	10/5/71
Canon Lawrence Teachers' College, Boroboro P. O. Box 81 Lira, Uganda	Charles Polcyn	12/15/71
Kibuli Teacher Training College P. O. Box 7071 Kampala, Uganda	Lois Carwile	12/9/71
National Teachers' College, Kyambogo P. O. Box 20012 Kampala, Uganda	Eugene Ashby	12/15/71

Sancta Maria Teacher Training College, Nkokonjeru

P. O. Box 196 Lugazi, Uganda	Erma Symonds	12/15/71

St. Augustine's Teacher Training College, Butiti

P. O. Box 1202 Fort Portal, Uganda	Velma Ferguson	12/15/71

STAFF OF THE TEEA TEAM IN EAST AFRICA
September 1, 1971 - February 15, 1972

TEEA Headquarters, Kampala, Uganda

Carl J. Manone	Chief of Party	Terminated 12/31/71
Joseph L. Durham	Administrative Assistant	Terminated 2/15/72

National Institute of Education, Makerere, Uganda

Neil K. Albright	Mathematics Specialist	Terminated 12/13/71

Kenya Institute of Education, Nairobi

Barry D. Vogeli	Mathematics Specialist	Terminated 12/15/71

INSTITUTIONAL DEVELOPMENT AGREEMENT (IDA)

COLLEGE OF EDUCATION, UNIVERSITY OF LAGOS (CEUL)

Advanced Professional Studies Program (APSP)

On August 27, 1971, the first eight-week phase of the Advanced Professional Studies Program was completed at CEUL. Professors Albert S. Thompson and C. Scott Kelly had cooperated with local staff in planning and conducting the program. Professor Joel Davitz joined them for the summer project in Lagos. Sixty-three participants from seven states were involved, and their evaluations at the close of the program were overwhelmingly favorable.

Negotiating the Agreement

In early September, 1971, USAID advised TCCU and CEUL that it would be necessary to reduce the anticipated budget for the project by one-half, and that CEUL should review the possibilities and set its priorities for operating within the reduced scope of the program. USAID also requested that they review the feasibility of a "host country" contract.

The College of Education proposed: (1) to complete the initial APSP commitment, including the academic year follow-up through field visits and workshops plus the second summer program in 1972; and (2) to scale down the academic year Instructional Leadership Program (ILP) from one hundred students in four subjects (English, Maths, Science, Social Studies) to fifty students in Maths and Science only. The first ILP program would begin in September, 1972.

Professor Albert S. Thompson completed his service on September 30, 1971, and Professor Kelly stayed on to assist in revising the Agreement, including the budget, the academic programs, and the wording of the various attachments to the Agreement. When it became evident that the IDA would not be in effect by October 31, 1971, the original one-year contract with AID was extended to December 31, 1971. Finally, USAID authorized funds to continue Professor Kelly's services and support of the APSP program through April 30, 1972.

During early 1972, Professor Kelly made scheduled visits to APSP students in the field and convened a series of workshops as a followup to the summer, 1971 program. He was joined in late March for three weeks by Professor Charles Lyons. In addition to assisting in the workshops, Professor Lyons laid plans for his involvement during the summer of 1972 as Program Director for TCCU.

In April, 1972, Professor Kelly completed the final version of the IDA for review by CEUL, TCCU, and USAID. His determination and industry in sorting out the hundreds of details involved in this new cooperative agreement were truly admirable. Professor Kelly completed his tour on April 26, 1972.

Implementing the Agreement

On June 1, 1972, Professor Lyons began a three-month stint at CEUL, assisting in final plans for the second summer of APSP and serving as liaison in working out final problems in obtaining CEUL and USAID approval of the IDA. He also worked on logistics for the anticipated arrival of the first TCCU personnel participating in the ILP academic year beginning in September, 1972.

The IDA became official on June 23, 1972, providing for approval of services performed from January 1, 1972, and anticipating operations through December 31, 1976. Education Officers and other USAID Mission officials in Lagos deserve high marks for their steadfast assistance and suggestions of alternatives to overcome problems.

The second eight-week session of APSP was highly successful with all but one of the sixty-two students from 1971 returning. Professor Joel Davitz and Dr. Lois Davitz spent one month in advising students on their research activity and in final write-ups of individual reports. It was most evident that the APSP component will be sorely missed in future years as it was eliminated due to budget reductions.

The Instructional Leadership Program

Planning was nearly completed for the first academic year ILP. Thirty-one students were selected from hundreds of applicants. The limiting factor in the number enrolled was lack of residence facilities.

Professor Jay W. Erickson and Mr. Joseph H. Biersteker were nominated by TCCU as Science and Mathematics Specialists, respectively. Professor Erickson served for five years in the Faculty of Education sub-project of the TCCU Afghanistan contract, and Mr. Biersteker was a mathematics tutor in Kenya for two years under the TEEA project. They were scheduled to report for two year assignments on August 15, 1972, but were delayed for six weeks due to inability to obtain visas. Professor Erickson will serve as Program Director for TCCU.

The Participant Program

Mr. Sylvester A. Adesina began study at TCCU for the Ed.D. in Educational Administration in September, 1971. As originally programmed, he taught in the summer, 1971, APSP and then returned to Lagos to instruct in the 1972 phase. Professor Lyons was most appreciative of Mr. Adesina's services. He returned to TCCU in late August, 1972, to continue his studies.

The second of three participants scheduled under the Lagos project, a mathematics specialist, will come to Teachers College in September, 1973. The final one is programmed for 1974.

STAFF DEVELOPMENT PROJECT, MAKERERE UNIVERSITY, KAMPALA

Realizing that several staff members available under TEEA would leave in mid-1971, Mr. W. Senteza Kajubi, Director of the National Institute of Education at Makerere initiated a proposal for staff assistance to the Carnegie Corporation of New York. He obtained a grant enabling the maintenance of four positions within his Institute. These professionals would assist the Institute in expanding its program of up-grading in-service tutors from Uganda's primary teacher training colleges.

In October, 1971, Mr. Kajubi sought the assistance of TCCU in providing administrative support in U.S.A. for the project, including recruitment from TCCU and elsewhere, negotiating terms and conditions of service, and identifying TCCU professors for short-term service as consultants.

In early 1972 the Office of Overseas Projects agreed to assist the National Institute of Education as requested. The office assisted in recruiting one recent TCCU doctoral candidate and facilitated travel arrangements and other logistical details for two staff members and families from U.S.A.

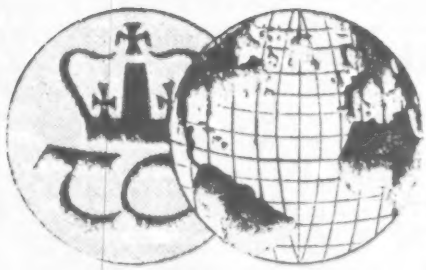
PROJECT RELATED TRAVEL

Carl L. Graham visited the CEUL/TCCU project from August 17-21, 1971, enroute from East Africa to New York City. In March, 1972, he spent nine days in Kabul conferring with Afghan, TCCU, and USAID personnel concerned with the Curriculum and Textbook Project. He then proceeded to Uganda and Ethiopia for discussions concerning the Makerere Staff Development Project.

Dr. Carl J. Manone spent several days in consultation at TCCU in January, 1972, at the conclusion of his service as Chief of Party for the TEEA project.

Dr. Anthony Lanza, Education Officer, USAID Mission in Afghanistan, visited TCCU on July 20, 1972. A series of conferences were arranged with campus personnel to discuss the TCCU project in Afghanistan.

The several inspection trips of Associate Dean for International Studies, R. Freeman Butts, are detailed in his section of the Annual Report.



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